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ABSTRACT

In collective bargaining sessions full of tensions, there is a need for rapid, accurate, comprehensive analyses of the fiscal impact of alternative salary policy proposals. The Salary Schedule Analysis Program described here is a computer program designed to provide both sides at the bargaining table with comprehensive outcome information about any proposed policy. Input then includes information about teachers, scheduling, and the proposed policy with respect to such things as base salary, increment size, experience levels, etc. The output summarizes the input information about the district and its policies and then provides a cost estimate for any policies under consideration. Appendixes describe the input deck structure, the program process, and the output. (Author/RH)

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UNIFIED

SALARY SCHEDULE ANALYSIS PROGRAM

WISE*LIB.SALV4

WISCONSIN INFORMATION SYSTEMS FOR EDUCATION

Department of Educational Administration

The University of Wisconsin, Madison

July, 1971

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I. INTRODUCTION

The critical importance of salary policy to the educational enterprise was aptly summarized by Willard E. Givens, Executive Secretary of the National Education Association almost a quarter of a century ago when he noted that:

> Policies governing the salaries of the teaching staff have far-reaching influence in a school system. They influence the quality of children's learning because salary policies help to determine the quality of the personnel recruited for teaching. They are a major factor in school finance because a large portion of the school money is used for salaries. Salary policies are important in personnel administration because salaries play a dominant role in the morale and working relationships of the entire school staff.[1]

Today, school districts throughout the nation are in virtually unanimous agreement that the fundamental notions underlying the "unified" or "single salary schedule" with its emphasis on compensation based primarily on training and experience are the most appropriate for teacher compensation at this time. But this was not always the case. Up until the beginning of the twentieth century, teacher's salaries were commonly the result of individual negotiations between the school board and the teacher in question and the relative strength of the bargaining position of the two parties was instrumental in determining the amount of compensation to be paid. Thus "opportunities for favoritism were of course abundant and the sense of unfairness

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[1] Willard E. Givens, "Foreward" National Education Association Research Bulletin, Vol. 25, No. 3 (October, 1947), p. 76. As quoted in J.A. Kenshaw and R.N. McKean, Teacher Shortages and Salary Schedules (Santa Monica: Rand Corp., 1962), p. 19.

about the resulting situation was very widespread."[2]

As dissatisfaction grew with the largely subjective basis for determining teacher's salaries, a gradual shift began to take place toward the adoption of fixed salary schedules based on more objective criteria. The first fixed salary schedules were most generally ones which based the teacher's compensation on their position in the school system and as a result they became known as "position type schedules." Under this type schedule, teachers would receive differential compensation depending upon the grade or group of grades in which they taught. "The theory underlying salary schedules based upon type of position is that the various teaching positions in the school system differ widely in the degree of skill and the amount of training required of teachers..it was thought that anyone could teach little children, that the more mature and advanced the pupil, the more difficult the task of teaching and the greater the preparation required of the teacher."[3] Thus, teachers in the elementary grades received substantially less compensation than did those in the high schools. The desire to raise the level of elementary school teachers and inject a note of professionalism amongst teachers resulted in the gradual acceptance of the unified salary schedule wherein a single unified schedule based upon the twin professional qualifications of amount of training and extent of experience was advocated to replace the separate elementary and secondary school schedules. Although the National Education Association went on record as early as 1921, supporting the single salary schedule, its acceptance was slow until just after the

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[2] J.A. Kenshaw and R.N. McKean, op.cit., p. 24.

[3] Willard S. Elsbree, Teacher's Salaries (New York: Columbia University, 1931) p. 52, as quoted in J.A. Kenshaw and R.N. McKean op. cit., p. 25.

second World War, when it finally caught on and was virtually universally adopted.[4] Table I presents a sample unified salary schedule providing for salary differentials based upon seven different levels of professional preparation and from ten to sixteen associated levels of professional experience, depending upon the level of professional preparation.

Accompanying the shift to fixed salary schedules of the unified type, there occurred a shift in salary negotiations from individual negotiations to collective ones through teachers' organizations of one type or another. With beginnings in the appointment of the Committee on Teachers' Salaries, Pensions and Tenure of the National Education Association, the affiliation of the teachers of San Antonio and Chicago with organized labor and the emergence of city organizations for teachers around the turn of the century, it nevertheless was not until after World War II that local school boards began to accept teacher participation in school policy-making.[5] The first collective negotiations agreement between the Board of Education and the Norwalk Teachers' Association of Norwalk, Connecticut in 1946, followed by the Pantucket, Rhode Island Teachers Alliance (AFT Local No. 930) agreement with the Board of Education in the same year were the forerunners of a struggle which culminated in the battle between the New York City Board of Education and the United Federation of Teachers (1960-62) where the dramatization of teachers' demands for participation in policy-making heralded the emergence of the era of collective negotiations in education.[6] Thus,

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[4]National Education Association, Analysis of Salary Schedules, 1957-58 (Washington, D.C.: The Association, 1959), p. 9.

[5]C.R. Perry and W.A. Wildman, The Impact of Negotiations in Public Education: The Evidence from the Schools (Worthington, Ohio: C.A. Jones Publishing Co., 1970), pp. 3-9.

[6]Ibid, pp. 9-13. See also T.M. Stinnett, J.H. Kleinmann, and M.L. Ware, Professional Negotiation in Public Education (New York: MacMillan Company, 1966) pp. 6-12.

TABLE 1

SALARY SCHEDULE ANALYSIS

FOR

ILLUSTRATIVE SCHOOL DISTRICT NUMBER 1

DATE OF ANALYSIS = 01 APRIL 1971

SALARY SCHEDULE ANALYSIS

SUMMARY OF POLICY INFORMATION FOR POLICY NUMBER 1 OF 2.

THE MAXIMUM NUMBER OF EXPERIENCE LEVELS IS	16
THE NUMBER OF TRAINING LEVELS IS	7
THE PERCENTAGE OF OUTSIDE TEACHING CREDITED IS	50.0
THE MAXIMUM CREDIT, IN YEARS, FOR OUTSIDE TEACHING IS	3.0
THE RATIO OF FRINGE BENEFITS TO SALARY IS	.0100

2.5 PERCENT OF THE APPROPRIATE COLUMN BASE WILL BE ADDED TO THE TEACHER'S PAY FOR EVERY 2. YEAR(S) OF EXPERIENCE BEYOND 16 YEARS EXCEPT THAT THE PERCENT FOR THE FIRST 2. YEAR(S) IS 3.0

THE PARAMETERS FOR DETERMINING NEXT YEAR'S TEACHER DISTRIBUTION USING THE SURVIVAL PERCENTAGE METHOD ARE

PERCENT ACCROSS	= 10.
PERCENT DOWN	= 80.
PERCENT TURNOVER	= 10.
PERCENT REPLACEMENT	= 10.
PERCENT GROWTH	= 10.

SALARY SCHEDULE ANALYSIS

PRESENT SALARY SCHEDULE.

ROW NUMBER	BA - B3	BA + B3 12 CRED.	BA + B5 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	8000.	8320.	8640.	8960.	9280.	9600.	9920.	
2	8240.	8560.	8880.	9200.	9520.	9840.	10160.	
3	8480.	8800.	9120.	9440.	9760.	10080.	10400.	
4	8720.	9040.	9360.	9680.	10000.	10320.	10640.	
5	8960.	9280.	9600.	9920.	10240.	10560.	10880.	
6	9200.	9520.	9840.	10160.	10480.	10800.	11120.	
7	9440.	9760.	10080.	10400.	10720.	11040.	11360.	
8	9680.	10000.	10320.	10640.	10960.	11280.	11600.	
9	9920.	10240.	10560.	10880.	11200.	11520.	11840.	
10	10160.	10480.	10800.	11120.	11440.	11760.	12080.	
11	0.	10720.	11040.	11360.	11680.	12000.	12320.	
12	0.	0.	11280.	11600.	11920.	12240.	12560.	
13	0.	0.	0.	11840.	12160.	12480.	12800.	
14	0.	0.	0.	0.	12400.	12720.	13040.	
15	0.	0.	0.	0.	0.	12960.	13280.	
16	0.	0.	0.	0.	0.	0.	13520.	

with the emergence of teacher participation in the policy-making process--participation mainly directed toward salary policy--new demands were made for information about the effects of various salary proposals on the school budget. As negotiations were conducted, often in highly charged, emotional situations with strike threats and deadlines in the air, the need for rapid, accurate, comprehensive analyses of the fiscal impact of alternative salary policy proposals under consideration at the negotiating table became clearly evident. The Salary Schedule Analysis Program discussed in this report represents a response to that need. It is designed to provide both sides of the negotiating table with a rapid, comprehensive analytical program which is oriented toward salary policies as inputs and differential as well as total fiscal impacts as outputs.

II. POLICY CONSIDERATIONS

The unified salary schedule for teachers represents the expression of school district salary policies and, as such, contains a set of policy parameters which are often the object of professional negotiations. These policy parameters also serve to define the schedule itself and govern the placement of teachers on the schedule. (See Table 1.) The Unified Salary Schedule Analysis Program differentiates salary policy into two types for analytical purposes. The first type of policy -- school district policy -- consists of those policies which define a salary schedule and teacher placement on the schedule. The second type of policy, salary schedule policy, consists of those policies which affect the size of the base salary and the incremental structure of the schedule. These policies are internal to the salary schedule whereas the school district policies are external to the schedule.

SCHOOL DISTRICT POLICIES

School District Policies considered by the Unified Salary Schedule Analysis Program consist of (1) training level, (2) experience level, (3) compensation for experience beyond the schedule, (4) initial placement of teachers on the schedule, (5) teacher distribution, (6) extra pay, (7) computation type, and (8) fringe benefits. Each of these are considered below.

TRAINING LEVEL POLICY: The first policy consideration in the construction of a unified salary schedule is that of deciding the training levels for which differential compensation will be paid. This entails making several interrelated decisions. First, the basis for differentiating the number of training levels to be used must be decided. Should it be based upon

degree held and three levels established - BA, MA and PhD - or should it be based upon finer distinctions - BA, BA + 6 credits, BA + 12 credits, etc? Secondly, the number of training levels incorporated in the schedule must be decided. This, of course, is closely related to the decision concerning the basis for differentiating the number of training levels and the two decisions together define one dimension of the salary schedule. In the example (Table 1) seven training levels are incorporated, differentiated on the basis of degree and credits beyond the degree as follows: BA, BA + 12 credits, BA + 18 credits, MA, MA + 12 credits, MA + 18 credits, and PhD.

EXPERIENCE LEVEL POLICY: The second policy consideration in the construction of a unified salary schedule is that of deciding the experience levels for which differential compensation will be paid. This entails making several interrelated decisions as well. First it must be decided what basis is to be used for differentiating the experience levels. The most usual basis is the year, although a half-year is used in some school districts. Next, the maximum number of experience levels on the schedule must be determined. In our example, this maximum is sixteen. Finally, the maximum number of experience levels for each training level must be determined. In our example, this ranges from ten for the BA degree to sixteen for the Ph.D. Thus, a non-rectangular schedule can be defined if desired.

COMPENSATION FOR EXPERIENCE BEYOND THE SCHEDULE: Often times individual teachers in the highest training level of a school district have served the district for a longer period of time than the schedule provides for, and the district may wish to provide experience level compensation for these individuals on a different basis than the schedule itself provides for. This is often done by specifying the incremental basis for compensation beyond the schedule in two, three or even five year increments with either

a dollar or percentage of a base salary to be added for each period served beyond the schedule maximum. Often times the compensation in the initial increment beyond the schedule differs from the ones suceeding it as well. Thus the district may decide that 2.5 percent of the appropriate column base will be added to the teacher's pay for every 2 years of experience beyond 16 years except that the percentage for the first two years is 3.0 percent as in our example.

INITIAL PLACEMENT OF TEACHERS ON THE SCHEDULE: The placement of teachers on the schedule is based upon their training and experience within the school district plus some credit for previous experience, if any, that the teacher may have had. Credit for previous experience outside the school district is defined by specifying the percentage of outside teaching credited and the maximum credit, in years, which will be allowed. Thus, in our example, 50 percent of the outside experience is credited up to a maximum credit of three years. Therefore, a teacher with eight years experience beginning in our Illustrative School District would get credit for only three years of experience.

TEACHER DISTRIBUTION: In order to analyze the impact of salary policy in the future, we must make some determination of what the distribution of teachers on the schedule will be in the future. The Salary Schedule Analysis Program provides three options which enable the projection of the next year's teacher distribution. In the first method, called the "step-down method," the teachers are incremented one experience level unless they are at the maximum of their training level, in which case they are held constant. The second method, called the "survival-percentage method," computes a projected distribution based upon five introduced parameters, namely, (1) the percentage of teachers moving down and across the schedule in a year, that is, increasing in training as well as experience level,

(2) the percentage of teachers moving down in a given year - increasing in experience only, (3) percentage of teachers leaving the employ of the school district, (4) the percentage of teachers leaving who are replaced, and (5) the percentage growth based upon the total number of teachers in the given year. The first three parameters must total one hundred, since they account for all the teachers currently in the district. The fourth parameter may be less than the third, but cannot be larger since growth is expressed in the fifth parameter. In our example, ten percent moved down and across, eighty percent moved down, ten percent left the employ of the school district, all of which were replaced (ten percent) and the district experienced ten percent growth. Finally, the program provides for the introduction of a completely specified teacher distribution for the projection of next year's salary schedule.

EXTRA PAY: Extra pay for duties which are not compensated for as a part of the schedule is provided by many school districts, for example to the football coach, the forensics coach, the yearbook advisor, etc. The decisions concerning extra pay policy must account for the basis for determining the amount of extra pay as well as the categories of extra pay. Thus extra pay may be either a fixed dollar amount, a percentage of the person's salary or a percentage of some base salary.

COMPUTATIONAL TYPE: Certainly one of the most important considerations in the analysis of any salary schedule is the computational method used to compute the individual schedule cells. The Unified Salary Schedule Analysis Program provides six computational types as follows:

TYPE 1. Percentage or Dollar Across and Down - This method provides a simple arithmetic calculation of the individual cells in the schedule using the upper left hand corner cell as the base and either a

percentage of that base or a fixed dollar amount as the increment to be successively added both across and down. This is the method used in the example in Table 1. Thus the third cell in the third column (BA-BS degree plus 18 credits and in the third year of teaching) is computed by adding to the base ($8,000) two increments of 4.00% or $320 and two increments of 3.00% or $240 ($8,000 + $640 + $480 = $9,120).

TYPE 2. Percentage or Dollar Across and Percentage of Column Base Down - This method provides a simple arithmetic calculation of the individual cells using the first cell in each column as the base for that column.

TYPE 3. Cumulative Percentage Across and Down - This method calculates the value of a cell by adding an increment equal to the specified percentage of a cell to that cell to arrive at the value of the succeding cell either across or down as the case may be.

TYPE 4. Percentage or Dollar Across and Percentage of BA-BS and MA-MS Base Down - This method creates two Type 1 schedules; one using the BA-BS base and one using the MA-MS base. Thus the BA-BS base serves as the base for the calculation of all cells in all training levels up to the MA-MS level after which the MA-MS base is used.

TYPE 5. Percentage or Dollar Above Column Base - This method uses the first cell in each column as the base for that training level as does computational type 2, but is distinguished from type 2 in that it allows for variability in experience level increments between columns.

TYPE 6. Percentage or Dollar Across the Board - This method adds either a fixed dollar amount or percentage to each cell in the schedule across the board.

FRINGE BENEFITS: The provision of fringe benefits to school district employees necessitates that their cost as a percentage of total salary schedule costs be considered in any analysis of the fiscal impact of district policy changes. The Unified Salary Schedule Analysis Program makes provision for the introduction of fringe benefit costs as a percentage of total salary schedule costs for that purpose.

SALARY SCHEDULE POLICY

Salary schedule policy, or policy concerned with the internal configuration of the salary schedule, is composed of three elements: (1) the designation of the base salary(s), (2) the designation of the type and amount of the increments between training levels and between experience levels, and (3) the designation of the multiplier, or the number of times a particular increment is to be repeated as specified. These policy elements will now be considered in turn.

BASE: The designation of the base salary or salaries is the most common policy decision made in connection with salary schedule revision from year to year. A salary schedule may use a single base salary where the upper left-hand corner cell serves as the base for the entire schedule or multiple base salaries where the first cell of the BA-BS and MA-MS columns serve as bases or where the first cell in each column serves as the base for that column.

INCREMENTS AND INCREMENT MULTIPLIER: The type of increment, either a fixed dollar amount or a percentage of a base, and the amount of the increment both represent salary schedule policies whose specification significantly affects the schedule costs. A multiplier is used in conjuction with an increment to complete the specification of a segment

of a salary schedule. Thus for a salary schedule using the upper left-hand corner cell as a base the experience levels may be designated as follows (See Table 1): 15 increments of 3.00% or $240. (The multiplier is 15, the increment amount is either 3.00% or $240, and the increment type is either a percentage of the base or a fixed dollar amount.) Variable specification also may be used. For instance 5 increments at 3.00%, 4 increments at 3.50% and 6 increments at 4.00%.

III. INPUT DECK STRUCTURE

The Unified Salary Schedule Analysis Program utilizes basic input data consisting of: (1) district identification information, (2) district policy information regarding remuneration and schedule design, (3) the distribution of teachers in the present salary schedule, (4) teacher distribution policy information regarding next year's teacher distribution, and (5) salary schedule analysis policy information. This basic input data is communicated to the program through the use of systems control cards.

Appendix A-1 presents an exploded view of the input deck structure including the systems control cards. The deck structure is designed to enable the user to analyze the implications of changes in the distribution of teachers, the base salary, the computational method for creating the schedule of salaries and the size of the increments between training levels and between experience levels within the basic present district policy regarding remuneration, schedule structure and placement on the schedule. In addition, the implications of changes in teacher distribution, base salary, computational method and increment size can be examined within the context of changes in basic present district policy.

The deck structure consists of, (1) initial systems control cards, (2) a district identification card, (3) a set of cards which describes present district policy composed of a district policy parameter card, a salary schedule format card, a set of extra pay cards and a teacher file (or if a teacher file is not available then a set of introduced teacher distribution cards) and salary schedule analysis policy cards,

(4) a set of cards which enable the projection and analysis of present policy one year into the future consisting of teacher distribution policy cards and salary schedule analysis policy cards. If the user desires to examine the implications of changes in policy beyond those regarding teacher distribution, base salary, computational method and increment size, a new district policy deck can be introduced consisting of (1) district policy cards, (2) teacher distribution policy cards, and (3) schedule analysis policy cards. This sequence of cards can then be repeated for as many changes in basic district policy as the user wishes. The end of the input data deck is signaled by the final systems control card.

The cards utilized in the input deck are as follows:

SYSTEMS CONTROL CARDS-INITIAL (See Appendix A-2)

These systems control cards identify the user of the Unified Salary Schedule Analysis Program and the project to which the computer run is to be billed and specify the maximum amount of time to be consumed in the run and the maximum number of pages of output to be produced in the run; instruct the computer to assign the use of the program stored on the drum file to the run; and instruct the computer to execute the program utilizing the data deck immediately following.

DISTRICT IDENTIFICATION CARD (See Appendix A-3 and C-1)

The district identification card identifies the number of school district policies to be considered and provides the name of the school district and the date of the analysis-information which will be printed on the title page of the output. The number of school district policies is considered to be one if only the present basic policy is analyzed, two if the present policy and one new district policy is analyzed, etc.

The number of schedule analyses conducted within a particular district policy is not relevant here.

DISTRICT POLICY CARDS (See Appendix A-4 and C-2)

The district policy cards are a set of three different types of cards which together describe the basic district policy either at the present or some new policy the user wishes to examine. The data deck must include at least one set of district policy cards to describe the present policy. The number of sets of district policy cards used must correspond to the number of school district policies to be considered which was entered into column 1-2 of the district identification card.

DISTRICT POLICY PARAMETER CARD: The district policy parameter card provides information concerning the district policy on fringe benefits as a percentage of total salary, and the credit allotted for previous experience outside the school district in percentage terms with a total number of years maximum, designates the maximum number of experience levels in the salary schedule and the remuneration for experience beyond the schedule experience level maximum, provides for a half-year option, designates the method by which the current teacher distribution will be introduced, specifies the method for compiling next year's teacher distribution, specifies the computational method used in building the present salary schedule and specifies the types of schedule analyses desired within this district policy.

SALARY SCHEDULE FORMAT CARD: This card specifies the format of the salary schedule designating the column description and the number of experience levels in the column for each training level in the schedule. Note that the format enables a non-rectangular schedule to be constructed but the longest column length must correspond to the maximum number of experience levels designated in column 13-14 of the district policy parameter card.

EXTRA PAY CARD: One extra pay card is used for each category of extra pay utilized by the district. The extra pay category code is a numeric code specified by the user to distinguish and identify extra pay categories. This code will be utilized again on the appropriate teacher file cards to indicate the extra pay to which the teacher is entitled. The extra pay category description, e.g., Forensics Coach the name presently used by a district to describe the category. The extra pay computational type can be either a fixed dollar amount or a percentage of some base and the extra pay amount must correspond to the computational type and be expressed either in dollars or percent as required. The end of the extra pay deck is signaled by the insertion of a blank card. Extra pay cards are optional and are only used when a teacher file is used to introduce the present teacher distribution data.

This set of district policy cards is introduced to specify present district policy and construct the current salary schedule format. The specification of the types of analyses to be conducted on the policy is also included. Changes in any basic district policies require the introduction of an additional set of district policy cards.

TEACHER FILE (See Appendix A-5, C-3 and C-5)

The teacher file is a set of two cards for each teacher which is used to build the present teacher distribution. If a teacher file is not available, the present teacher distribution can be introduced using the introduced teacher distribution cards which will be discussed later. Extra pay cards cannot be used except with a teacher file.

TEACHER FILE CARD 1: This card identifies the teacher by social security number and name, the school building and department of the teacher, the present salary of the teacher exclusive of extra pay, relevent information for placing the teacher on the schedule or holding the teacher off the schedule, relevant information if the teacher is part-time and

the codes for extra pay categories the teacher is entitled to.

TEACHER FILE CARD 2: This card repeats identification information on the teacher file card 1 and provides further information for placing the teacher on the salary schedule. The end of the teacher file is signaled by a card which is blank except for a "9" punch in column 80.

TEACHER DISTRIBUTION POLICY CARDS (See Appendix A-6 and C-3)

The program provides for three methods of projecting next year's teacher distribution from the current teacher distribution. The first method called the "step down method" is automatically provided without additional input if it is specified on the district policy parameter card in column 35. This method increments teachers down the schedule one experience level and holds teachers already in the last experience level of their training column.

The second method called the "survival percentage method" requires the introduction of a set of parameters governing the projection of the distribution to the next year. This method is specified on the district policy card in column 36 and is introduced by utilizing the teacher distribution projection parameter card.

The third method is an introduced teacher distribution which is specified on the district policy card in column 37 and is introduced by utilizing a set of introduced teacher distribution cards.

TEACHER DISTRIBUTION PROJECTION PARAMETER CARD: This card introduces the parameters governing the survival percentage method of projecting next year's teacher distribution. The percentage of the present number of teachers who it is expected will achieve a higher training level and move one level in experience, the percentage of the present teachers who will only move one experience level, the percentage of teachers leaving the district in a given year, the percentage of teachers leaving which are replaced and the percentage growth expressed in terms

of the present base are the introduced parameters for the survival percentage method. The first three parameters must total 100. The fourth parameter, while it may be less than the third parameter, indicating a decrease in the size of the teaching staff, cannot be larger. Growth is expressed in the fifth parameter.

INTRODUCED TEACHER DISTRIBUTION CARD: This card is used to introduce a teacher distribution and may be used to introduce the present distribution if a teacher file is not used or to introduce a next year's distribution. The number of teachers in each training level for a particular experience level is entered with one card being used for each experience level in the introduced distribution.

SALARY SCHEDULE ANALYSIS POLICY CARDS (See Appendix A-7 and C-4)

The salary schedule analysis policy cards are of two types. The first provides training level increment policy and the second provides experience level increment policy. A set of salary schedule analysis policy cards must be introduced after the present teacher distribution is introduced either by teacher file or introduced teacher distribution cards to complete the specification of present salary schedule policy as indicated in columns 40-41 of the district policy parameter card. At least one additional set of salary schedule analysis cards must be introduced for each analysis type specified in columns 42-47 of the district policy parameter card, although more than one set of salary schedule analysis policies may be examined in a particular analysis if so desired. A blank card following a set of salary schedule analysis policy cards signals the end of the policies being analyzed in relation to a particular analysis type and causes the program to increment to the next analysis type and the next set of salary schedule analysis policy cards.

SALARY SCHEDULE ANALYSIS POLICY CARD-TRAINING LEVELS: This card specifies the base salary amount in dollars, the type of increment - - either a fixed dollar amount or a percentage of the specified base, - - an identification for the analysis policy, and a multiplier-increment sequence which may be repeated up to a total of ten times, thus specifying each increment in an eleven column schedule. The increment is either the dollar amount added to the base or the percentage of the base.

SALARY SCHEDULE ANALYSIS POLICY CARD-EXPERIENCE LEVELS: This card has the same format as the training level card and the multiplier-increment sequence is used to specify experience level salary policy rather than training level salary policy.

Salary Schedule Analysis policy cards-training levels and experience levels are used as follows:

ANALYSIS TYPES 1, 2 and 3. One training level card is used to specify training levels followed by as many experience level cards as necessary to describe schedule being analyzed. (Four card or forty experience level maximum.)

ANALYSIS TYPE 4. One training level card is used to specify the training levels associated with the BA-BS base followed by as many experience level cards as are necessary to describe the schedule and a second training level card is used to specify the training levels associated with the MA-MS base again followed by as many experience level cards as are necessary to describe the schedule. As can be seen, this analysis type is analogous to two type 1 schedules - one for the BA-BS base and one for the MA-MS base.

ANALYSIS TYPE 5. No training level cards are necessary for analysis type 5, but at least one experience level card must be present for each column in the schedule. (The exact number is dependent upon the number of experience levels in the schedule for that particular column, but cannot exceed four cards or forty experience levels.)

ANALYSIS TYPE 6. One training level card is necessary which has the present schedule base in columns 1-5, and the multiplier field is left blank. No experience level cards are necessary.

NEW DISTRICT POLICIES (See Appendix A-8 and C-6)

New district policies are considered by introducing a set of district policy cards, a set of teacher distribution policy cards if a method other than the stepdown method is desired in the projection of next year's teacher distribution, and a set of salary schedule analysis policy cards for each new policy under consideration. The end of the last district policy is signaled by a blank card.

SYSTEMS CONTROL CARD-FINAL (See Appendix A-9)

The end of the run is signaled by the final systems control card.

IV. OUTPUT

The Unified Salary Schedule Analysis Program provides output consisting of (1) district identification information (2) district policy information concerning present policy (3) teacher distribution information (4) salary schedule analysis information for the present district policy (5) teacher file analysis information if a teacher file was used (6) district policy information, teacher distribution information, salary schedule analysis information and teacher file analysis information for any other district policies under consideration and finally a table of contents for the entire output. Each of these items will now be considered in turn.

DISTRICT IDENTIFICATION INFORMATION (See Appendix C-1)

The printout is headed by a title page identifying the school district for which the analysis was conducted and the date of the analysis.

DISTRICT POLICY INFORMATION (See Appendix C-2)

District policy information regarding present district policy follows the title page and consists of specification of the maximum number of experience levels, the number of training levels, the percentage of outside teaching credited, the maximum credit in years for outside teaching, the ratio of fringe benefits to salary, the parameters governing experience pay beyond the schedule maximum and the parameters used by the survival percentage method for projecting

next year's teacher distribution.

TEACHER DISTRIBUTION INFORMATION (See Appendix C-3)

The actual present teacher distribution is provided and a cell by cell analysis of the percentage distribution of the present teachers over the present schedule is presented. The actual and percentage distribution of teachers next year as derived by the survival percentage method and as introduced are also presented if these methods of projecting future teacher distributions are selected.

SALARY SCHEDULE ANALYSIS INFORMATION (See Appendix C-4)

The present salary schedule and cell by cell cost breakdowns for this year's teacher distribution and next year's teacher distribution by whichever methods of projection were selected is provided, along with a comparative summary of costs. Comparable information for each schedule analysis desired is also provided. A comparative summary of all costs for all analyses is presented at the conclusion of the individual schedule analyses.

TEACHER FILE ANALYSIS INFORMATION (See Appendix C-5)

A comparison of the scheduled salary, extra experience pay, extra duty pay and total pay for the present schedule and each analysis of the present schedule for each teacher is presented.

NEW DISTRICT POLICY INFORMATION (See Appendix C-6)

District policy information, teacher distribution information, salary schedule analysis information and teacher file analysis information is presented for each new district policy under consideration. The printed output concludes with a table of contents of the printout.

V. APPENDICES

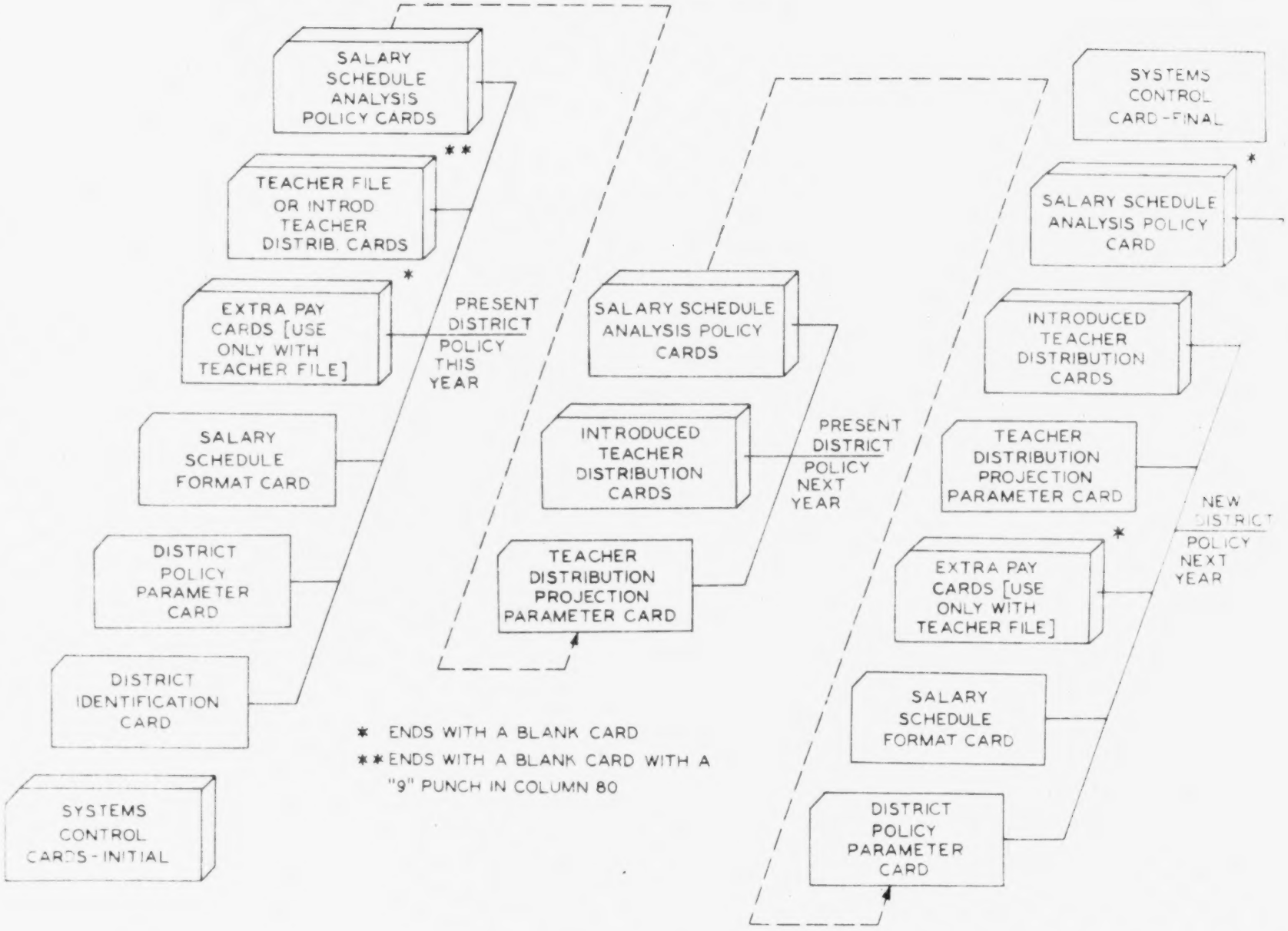
Appendix A Input Deck Structure

Appendix B Program Process

Appendix C Output

APPENDIX A-1

INPUT DECK STRUCTURE


SALARY SCHEDULE ANALYSIS POLICY CARDS
**
TEACHER FILE OR INTROD TEACHER DISTRIB. CARDS
*
EXTRA PAY CARDS [USE ONLY WITH TEACHER FILE]
PRESENT DISTRICT POLICY THIS YEAR
SALARY SCHEDULE FORMAT CARD
DISTRICT POLICY PARAMETER CARD
DISTRICT IDENTIFICATION CARD
SYSTEMS CONTROL CARDS - INITIAL
SALARY SCHEDULE ANALYSIS POLICY CARDS
INTRODUCED TEACHER DISTRIBUTION CARDS
PRESENT DISTRICT POLICY NEXT YEAR
TEACHER DISTRIBUTION PROJECTION PARAMETER CARD
SYSTEMS CONTROL CARD - FINAL
*
SALARY SCHEDULE ANALYSIS POLICY CARD
INTRODUCED TEACHER DISTRIBUTION CARDS
TEACHER DISTRIBUTION PROJECTION PARAMETER CARD
NEW DISTRICT POLICY NEXT YEAR
*
EXTRA PAY CARDS [USE ONLY WITH TEACHER FILE]
SALARY SCHEDULE FORMAT CARD
DISTRICT POLICY PARAMETER CARD
* ENDS WITH A BLANK CARD
** ENDS WITH A BLANK CARD WITH A "9" PUNCH IN COLUMN 80

APPENDIX A-2

SYSTEMS CONTROL CARDS-INITIAL
(See Page 14)

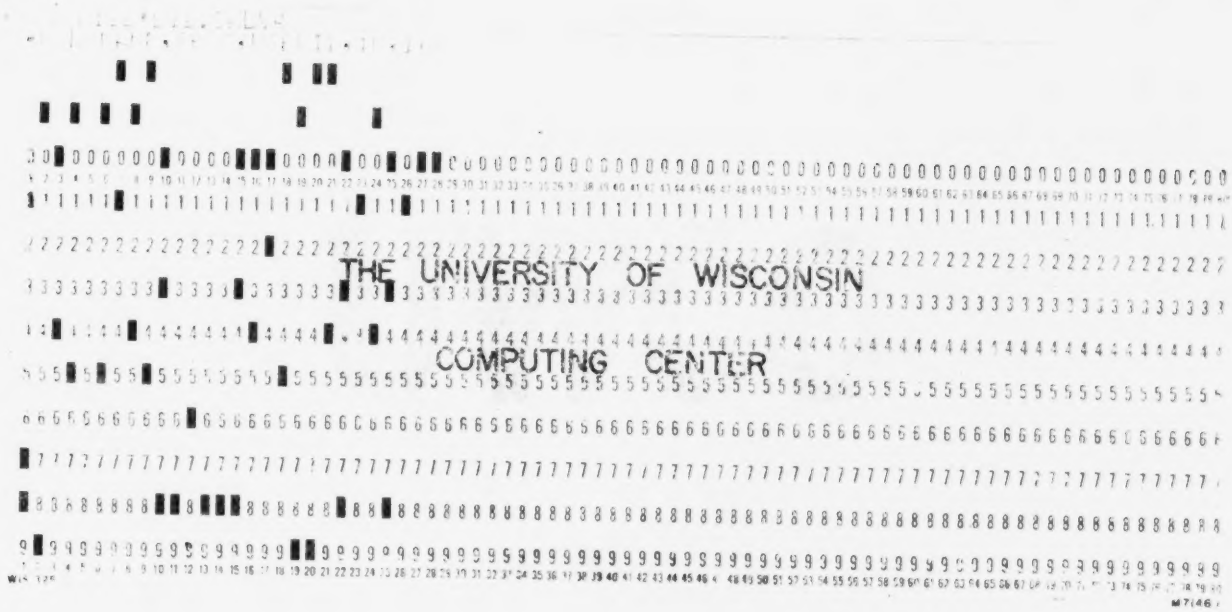
To execute the Unified Salary Schedule Analysis Program stored on the Univac 1108 drum file, the following systems control cards are used:

Card

1. $^{7}_{8}$RUN NAME,8688,USER I.D.,1M,100
2. $^{7}_{8}$XOT WISE*LIB.SALV4

FILMED FROM BEST AVAILABLE COPY

SYSTEMS CONTROL CARDS - INITIAL



APPENDIX A-3

DISTRICT IDENTIFICATION CARD
(See Page 14)

Columns 1-2	Number of School District Policies to be considered within the school district.	Numeric I2
Columns 3-62	School District Name	Alpha-Numeric 10A6
Columns 63-80	Date	Alpha-Numeric 3A6

DISTRICT IDENTIFICATION CARD

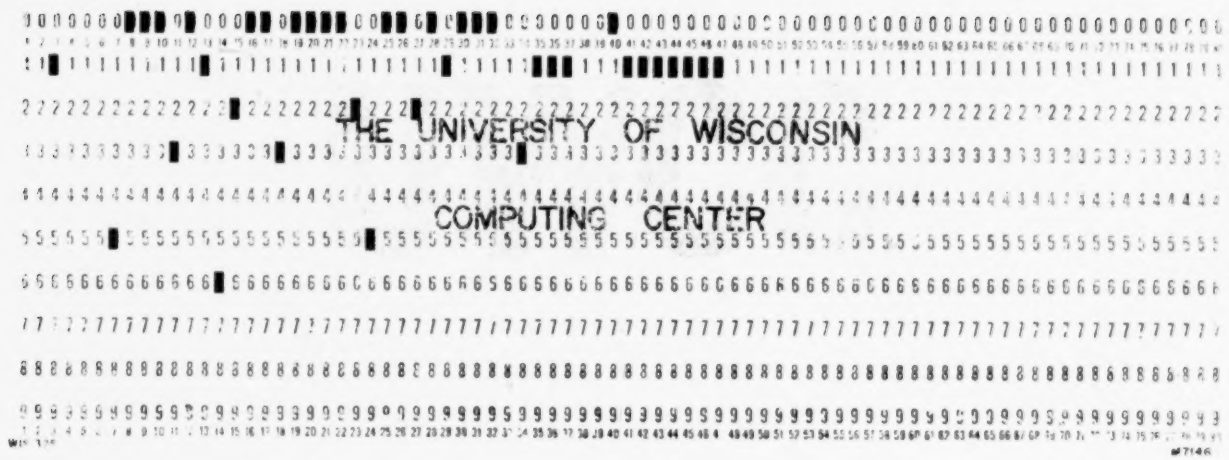
APPENDIX A-4

DISTRICT POLICY PARAMETER CARD
(See Page 15)

Column 1-5	Fringe benefits as a percentage of salary total	Numeric F5.2
Column 6-9	Percentage credited for outside experience	Numeric F4.1
Column 10-12	Maximum years outside experience to be credited	Numeric F3.1
Column 13-14	Maximum number of experience levels in schedule	Numeric I2
Column 15	Remuneration for experience beyond last scheduled experience level 0 - None 1 - Percentage above BA-BS base 2 - Percentage above column base 3 - Fixed Dollar Amount	Numeric I1
Column 16-20	Initial pay increment for experience beyond schedule	Numeric F5.0 or F5.2
Column 21-25	Additional pay increments for experience beyond schedule	Numeric F5.0 or F5.2
Column 26-27	Increment in years for experience remuneration beyond schedule	Numeric F2.0
Column 28-32	Maximum remuneration for experience beyond schedule in dollars	Numeric F5.0
Column 33	Half-year option (Not in use)	Numeric I1
Column 34	Current Teacher Distribution 1 - Teacher Distribution Introduced 2 - Teacher File on Tape 3 - Teacher File on Cards 4 - Teacher File on Cards, Write Tape	Numeric I1
Column 35-39	Next Year's Teacher Distribution If column 35>0 Step down method If column 36>0 Survival percentage method If column 37>0 Teacher distribution introduced column 38 (Not in use) column 39 (Not in use)	Numeric 5I1

Column 40-41	Current Schedule Computational Type 01 - Percentage or dollar across and down 02 - Percentage or dollar across and percentage of column base down 03 - Cumulative percentage across and down 04 - Percentage or dollar across and percentage of BA and MA base down 05 - Percentage or dollar above column base	Numeric I2
Column 42	Type 1 Analysis Desired - Percentage or dollar across and down 0 - No 1 - Yes	Numeric I1
Column 43	Type 2 Analysis Desired - Percentage or dollar across and percentage of column base down 0 - No 1 - Yes	Numeric I1
Column 44	Type 3 Analysis Desired - Cumulative percentage across and down 0 - No 1 - Yes	Numeric I1
Column 45	Type 4 Analysis Desired - Percentage or dollar across and percentage of BA-BS and MA-MS base down 0 - No 1 - Yes	Numeric I1
Column 46	Type 5 Analysis Desired - Percentage or dollar above column base 0 - No 1 - Yes	Numeric I1
Column 47	Type 6 Analysis Desired - Percentage or dollar across the board 0 - No 1 - Yes	Numeric I1

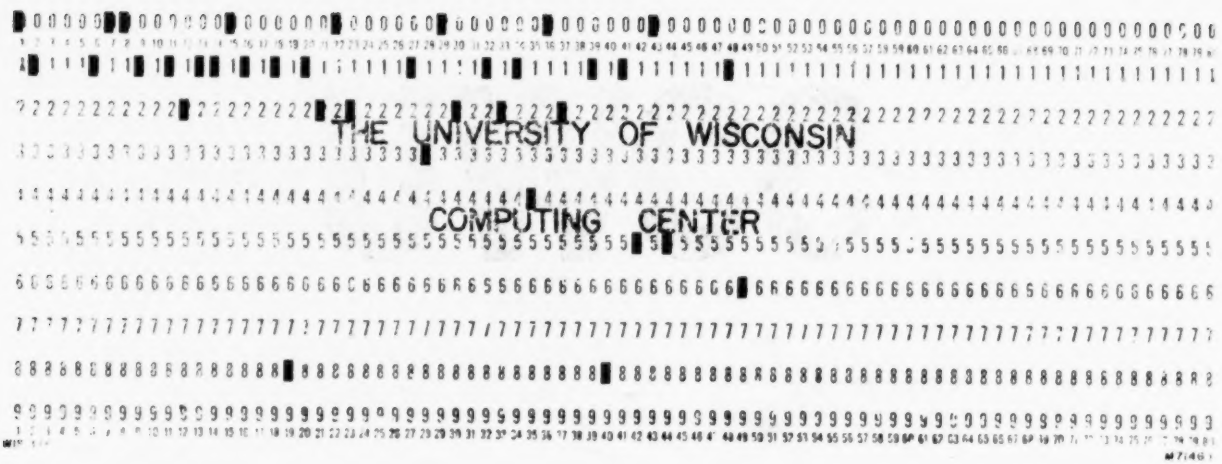
DISTRICT POLICY PARAMETER CARD



SALARY SCHEDULE FORMAT CARD
(See Page 15)

Columns 1-2	Degree Code 01 - BA-BS 02 - MA-MS 03 - MA-MS in Field 04 - Specialist 05 - PhD 06 - PhD in Field	Numeric I2
Columns 3-5	Credits beyond degree	Numeric I3
Columns 6-7	Number of experience levels in column	Numeric I2
	. . . . . May be repeated up to a total of eleven times to create a schedule containing eleven training levels. Column 77 is last column read on card.	
Columns 71-72	Degree Code	Numeric I2
Columns 73-75	Credits beyond degree	Numeric I3
Columns 76-77	Number of experience levels in column	Numeric I2

SALARY SCHEDULE FORMAT CARD

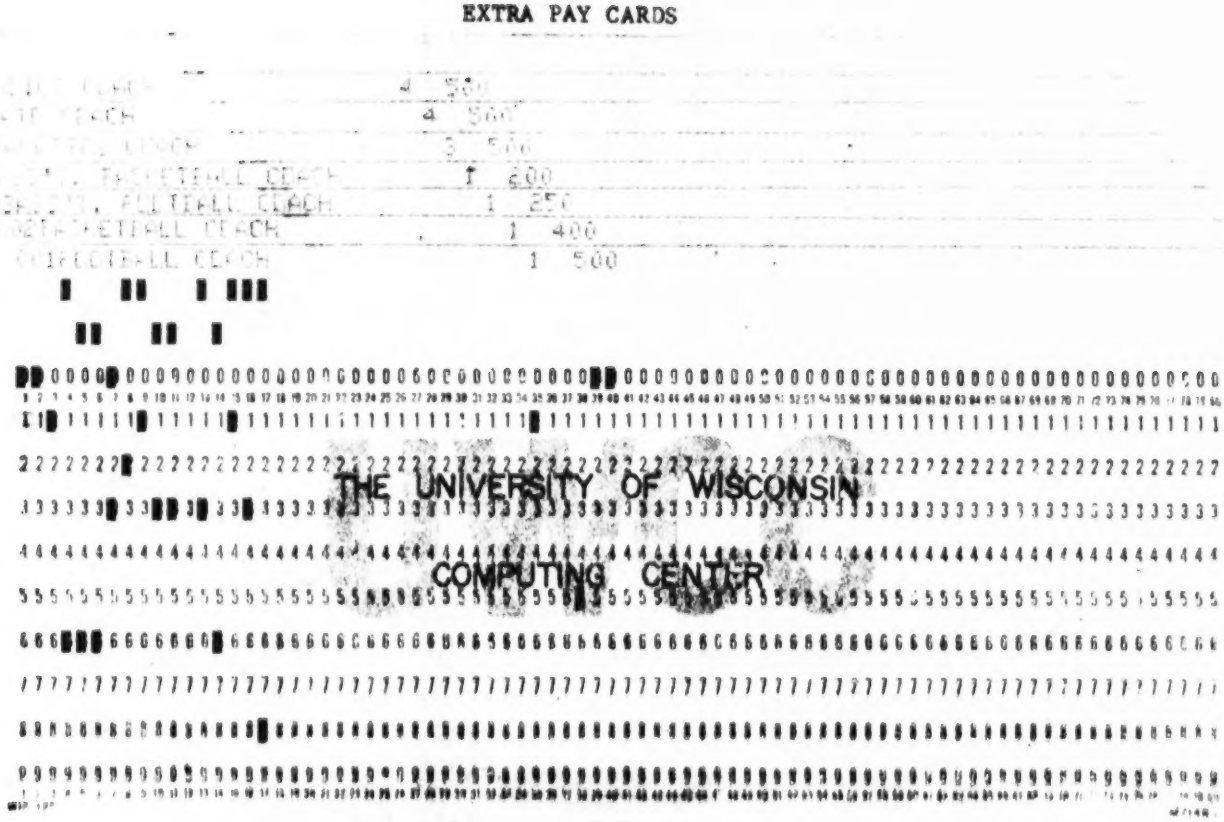


EXTRA PAY CARD*
(See Page 16)

Columns 1-3	Extra pay code	Numeric I3
Columns 4-33	Extra pay category description	Alpha-Numeric 30X
Columns 34-35	Extra pay computational type 01 - Fixed dollar amount 02 - Percentage of BA-BS base 03 - Percentage of column base 04 - Percentage of salary	Numeric I2
Columns 36-40	Extra pay amount	Numeric F5.0 or F5.2

*Extra pay card deck is ended with a blank card.

EXTRA PAY CARDS



APPENDIX A-5
(See Page 16)

TEACHER FILE CARD 1

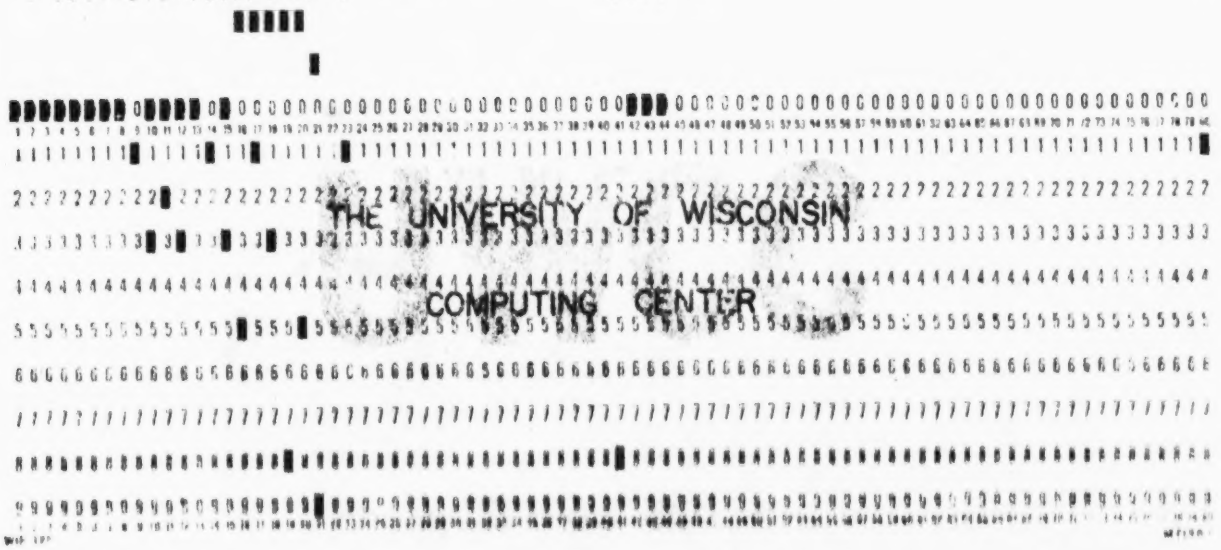
Columns 1-9	Social security number	Numeric I9
Columns 10-12	School building code	Alpha-Numeric A3
Columns 13-14	Departmental code	Alpha-Numeric A2
Columns 15-39	Teacher name	Alpha-Numeric 4A6, A1
Columns 40-44	Current salary exclusive of extra pay	Numeric F5.0
Columns 45-46	Schedule placement code 00 - Teacher on schedule according to training and experience 01 - Teacher placed on schedule 02 - Teacher not on schedule	Numeric I2
Columns 47-48	Introduced experience level (if column 46=1)	Numeric I2
Columns 51-54	Percentage of full-time (if less than 100%)	Numeric F4.3
Columns 55-57	(Not in use)	Alpha-Numeric 3X
Columns 58-60	Extra pay code	Numeric I3
Columns 61-63	Extra pay code	Numeric I3
Columns 64-66	Extra pay code	Numeric I3
Columns 67-69	Extra pay code	Numeric I3
Columns 70-72	Extra pay code	Numeric I3
Columns 73-75	Extra pay code	Numeric I3
Columns 76-78	Extra pay code	Numeric I3
Column 79	(Not in use)	Alpha-Numeric 1X
Column 80	Teacher file card number - 1	Numeric I1

TEACHER FILE CARD 2
(See Page 17)

Columns 1-9	Social security number	Numeric I9
Columns 10-12	School building code	Alpha-Numeric A3
Columns 13-14	Departmental code	Alpha-Numeric A2
Columns 15-17	Years of experience within the school district	Numeric F3.1
Columns 18-20	Years of experience credited within the school district if different from above	Numeric F3.1
Columns 21-23	Years of experience outside the school district	Numeric F3.1
Columns 24-26	Years of experience credited outside the school district if different from above	Numeric F3.1
Columns 27-28	Highest degree attained	Numeric I2
Columns 29-31	Credits beyond highest degree attained	Numeric I3
Columns 32-34	Credits beyond BA-BS degree	Numeric I3
Columns 35-37	Inservice credits earned beyond BA-BS degree	Numeric F3.1
Columns 38-40	Inservice years credited	Numeric F3.1
Columns 41-43	Inservice credits earned beyond BA-BS degree	Numeric F3.1
Columns 44-46	Inservice years credited	Numeric F3.1
Columns 47-79		Alpha-Numeric 33X
Colum 80	Teacher file card number - 2	Numeric I1

* The teacher file is ended with a card which is blank except for a "9" punch in column 80.

TEACHER FILE CARDS

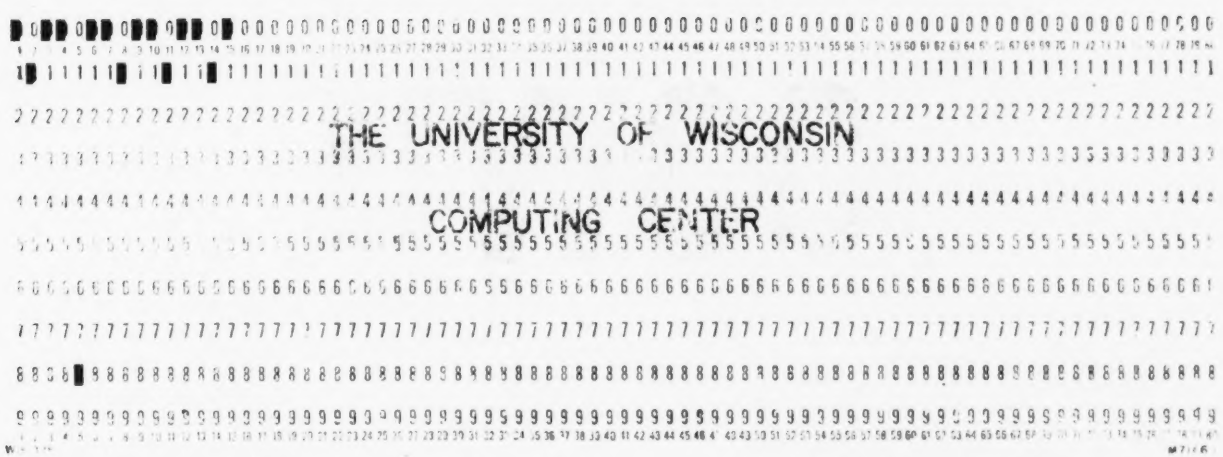


APPENDIX A-6

TEACHER DISTRIBUTION PROJECTION PARAMETER CARD
(See Page 17)

Columns 1-3	Percentage of teachers moving down and across in a year	Numeric F3.2
Columns 4-6	Percentage of teachers moving down in a given year	Numeric F3.2
Columns 7-9	Percentage of teachers leaving the district in a given year	Numeric F3.2
Columns 10-12	Percentage of teachers leaving which are replaced	Numeric F3.2
Columns 13-15	Percentage growth based upon the total number of teachers in the given year	Numeric F3.2

TEACHER DISTRIBUTION PROJECTION PARAMETER CARD

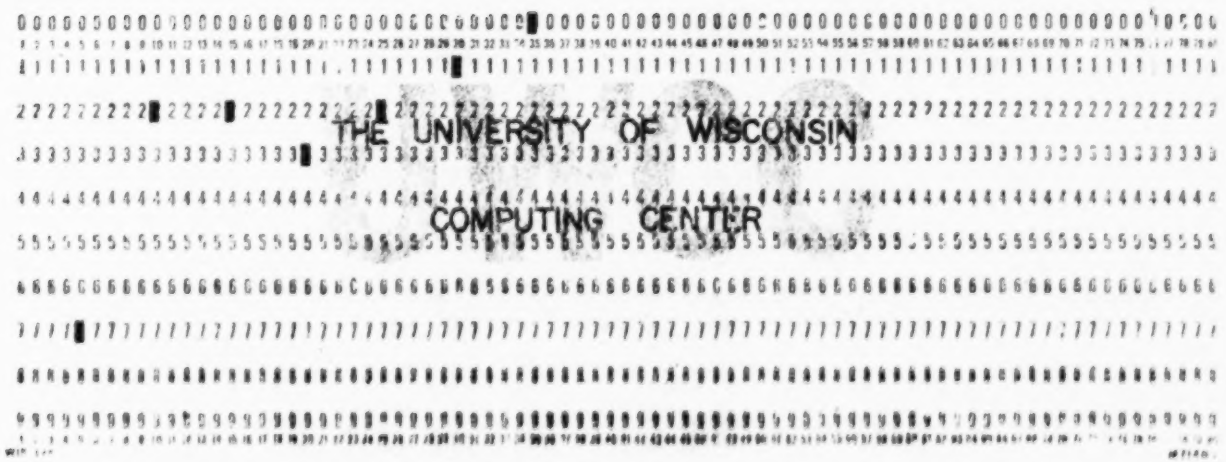


INTRODUCED TEACHER DISTRIBUTION CARD
(See Page 18)

Columns 1-5	Number of teachers in 1st training level	Numeric F5.0
Columns 6-10	Number of teachers in 2nd training level	Numeric F5.0
Columns 11-15	Number of teachers in 3rd training level	Numeric F5.0
Columns 16-20	Number of teachers in 4th training level	Numeric F5.0
Columns 21-25	Number of teachers in 5th training level	Numeric F5.0
Columns 26-30	Number of teachers in 6th training level	Numeric F5.0
Columns 31-35	Number of teachers in 7th training level	Numeric F5.0
Columns 36-40	Number of teachers in 8th training level	Numeric F5.0
Columns 41-45	Number of teachers in 9th training level	Numeric F5.0
Columns 46-50	Number of teachers in 10th training level	Numeric F5.0
Columns 51-55	Number of teachers in 11th training level	Numeric F5.0

One introduced teacher distribution card is used for each experience level in the introduced schedule.

INTRODUCED TEACHER DISTRIBUTION CARDS



APPENDIX A-7

SALARY SCHEDULE ANALYSIS POLICY CARD TRAINING LEVELS
(See Page 19)

Columns 1-5	Base salary	Numeric F5.0
Column 6	Increment type 1 - Fixed dollar amount 2 - Percentage	Numeric I1
Columns 7-10	Analysis identifier	Alpha-Numeric A4
Columns 11-12	Multiplier	Numeric I2
Columns 13-17	Increment	Numeric F5.0 or F5.2

. . . . .

The Multiplier-Increment Format may be repeated up to a total of ten times to create a schedule containing eleven training levels.

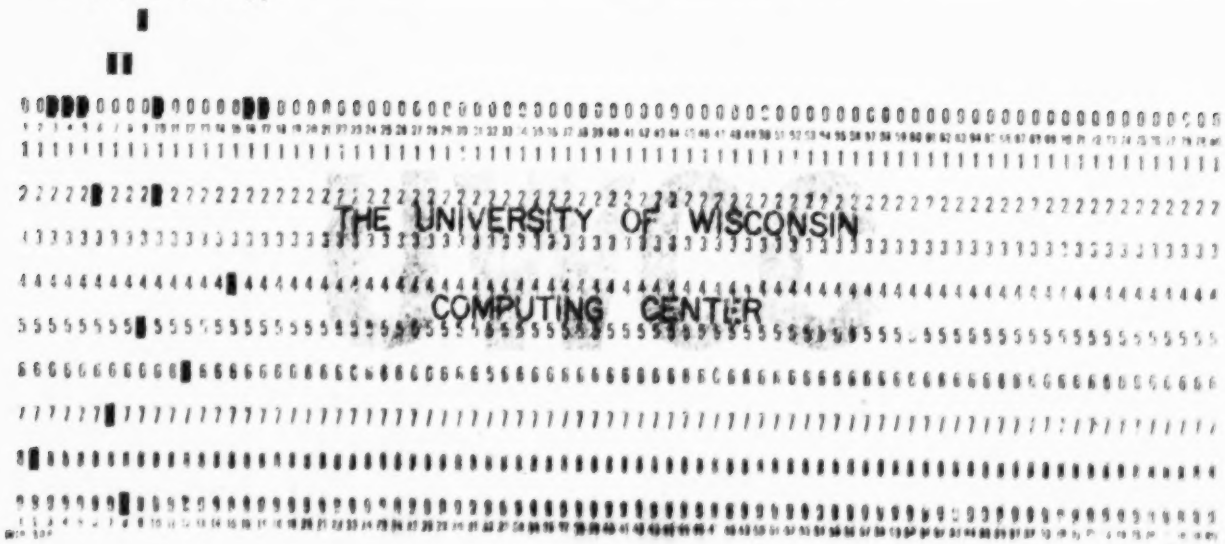
. . . . .

Columns 74-75	Multiplier	Numeric I2
Columns 76-80	Increment	Numeric F5.0 or F5.2

SALARY SCHEDULE ANALYSIS POLICY CARD EXPERIENCE LEVELS
(See Page 19)

Columns 1-5	Base salary	Numeric F5.0
Column 6	Increment type 1 - Fixed dollar amount 2 - Percentage	Numeric I1
Columns 7-10	Analysis identifier	Alpha-Numeric A4
Columns 11-12	Multiplier	Numeric I2
Columns 13-17	Increment	Numeric F5.0 or F5.2
	. . . . .	
	The Multiplier-Increment Format may be repeated up to a total of ten times per card and repeated on up to a total of four cards to create a salary schedule containing forty experience levels	
	. . . . .	
Columns 74-75	Multiplier	Numeric I2
Columns 76-80	Increment	Numeric F5.0 or F5.2

SALARY SCHEDULE ANALYSIS POLICY CARDS



APPENDIX A-8

NEW DISTRICT POLICY CARDS
(See Page 20)

To examine a new district policy, the following cards are introduced as necessary:

1. District Policy Parameter Card
2. Salary Schedule Format Card
3. Extra Pay Cards (If teacher file is used)
4. Teacher Distribution Projection Parameter Card
5. Introduced Teacher Distribution Cards
6. Salary Schedule Analysis Policy Cards

This sequence may be repeated to examine additional policy variations.

APPENDIX A-9

SYSTEMS CONTROL CARD-FINAL
(See Page 20)

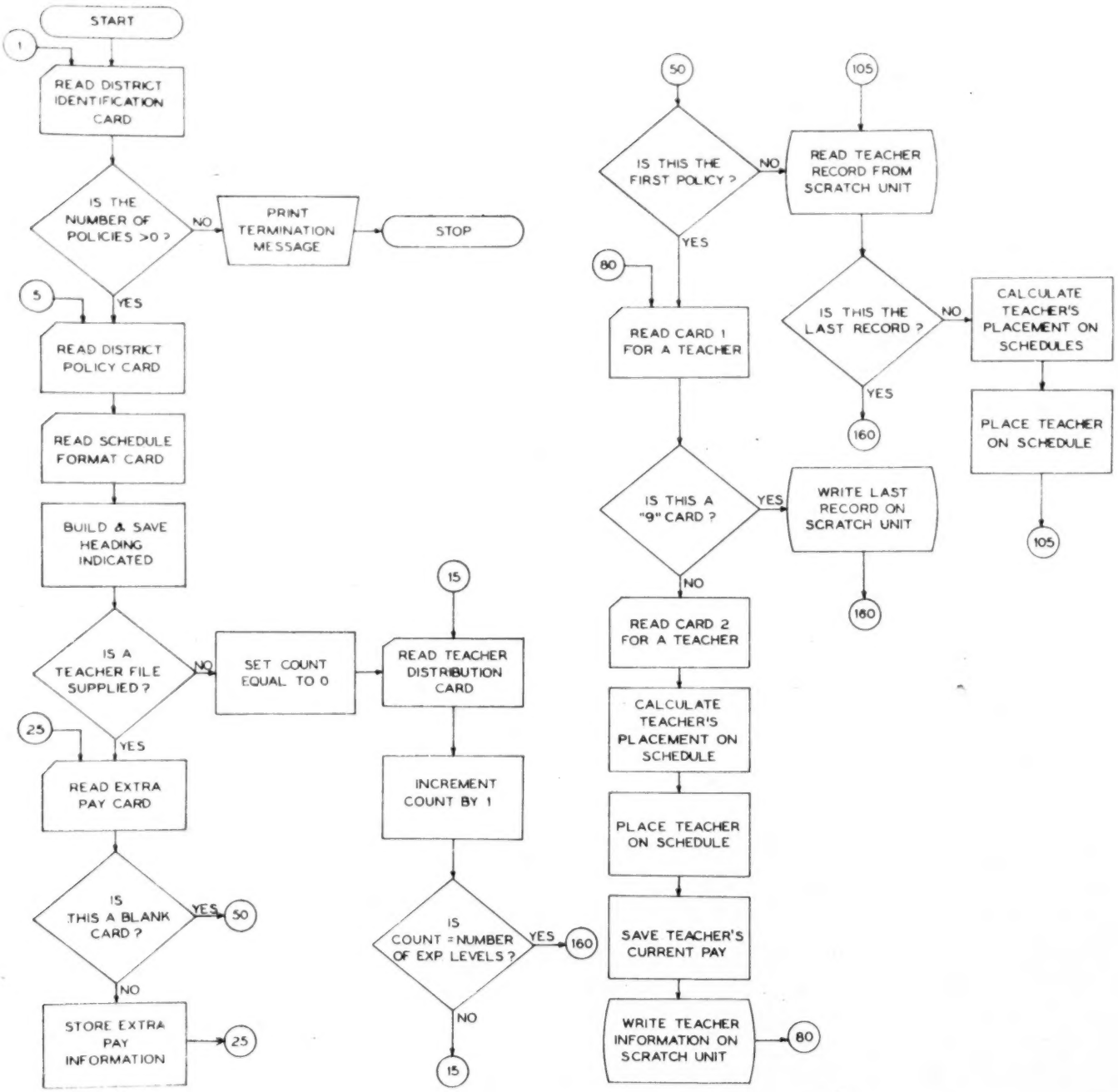
To terminate the Unified Salary Schedule Analysis Program, the following systems control card is used:

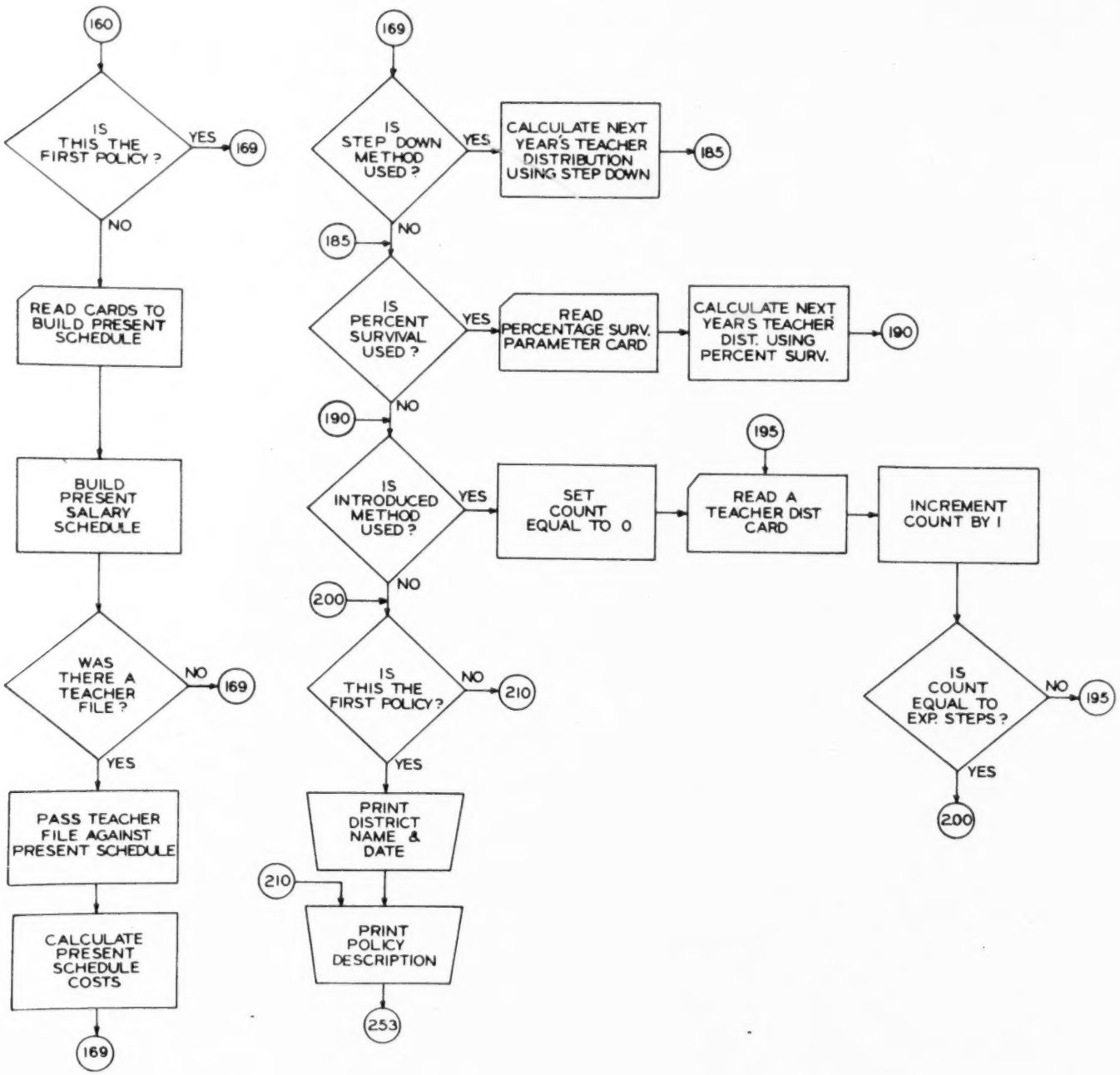
7/8FIN

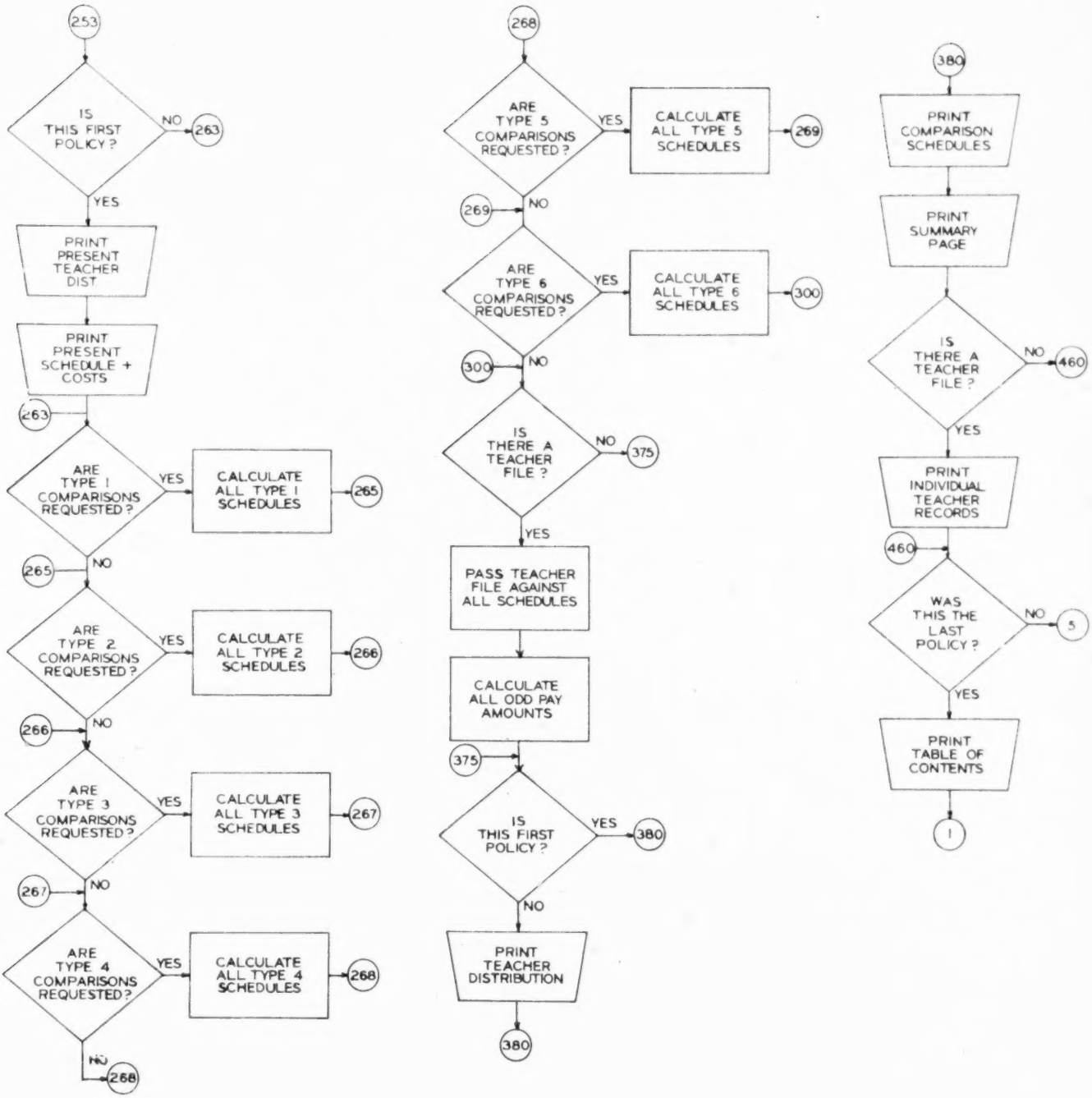
SYSTEMS CONTROL CARD - FINAL

APPENDIX B

PROGRAM PROCESS




160
IS THIS THE FIRST POLICY ?
YES
169
NO
READ CARDS TO BUILD PRESENT SCHEDULE
BUILD PRESENT SALARY SCHEDULE
WAS THERE A TEACHER FILE ?
NO
169
YES
PASS TEACHER FILE AGAINST PRESENT SCHEDULE
CALCULATE PRESENT SCHEDULE COSTS
169
169
IS STEP DOWN METHOD USED ?
YES
CALCULATE NEXT YEAR'S TEACHER DISTRIBUTION USING STEP DOWN
185
185
NO
IS PERCENT SURVIVAL USED ?
YES
READ PERCENTAGE SURV. PARAMETER CARD
CALCULATE NEXT YEAR'S TEACHER DIST. USING PERCENT SURV.
190
190
NO
IS INTRODUCED METHOD USED ?
YES
SET COUNT EQUAL TO 0
195
READ A TEACHER DIST CARD
INCREMENT COUNT BY 1
IS COUNT EQUAL TO EXP. STEPS ?
NO
195
YES
200
200
NO
IS THIS THE FIRST POLICY?
NO
210
YES
PRINT DISTRICT NAME & DATE
210
PRINT POLICY DESCRIPTION
253


253
IS THIS FIRST POLICY?
NO
263
YES
PRINT PRESENT TEACHER DIST
PRINT PRESENT SCHEDULE + COSTS
263
ARE TYPE 1 COMPARISONS REQUESTED?
YES
CALCULATE ALL TYPE 1 SCHEDULES
265
265
NO
ARE TYPE 2 COMPARISONS REQUESTED?
YES
CALCULATE ALL TYPE 2 SCHEDULES
266
266
NO
ARE TYPE 3 COMPARISONS REQUESTED?
YES
CALCULATE ALL TYPE 3 SCHEDULES
267
267
NO
ARE TYPE 4 COMPARISONS REQUESTED?
YES
CALCULATE ALL TYPE 4 SCHEDULES
268
NO
268
268
ARE TYPE 5 COMPARISONS REQUESTED?
YES
CALCULATE ALL TYPE 5 SCHEDULES
269
269
NO
ARE TYPE 6 COMPARISONS REQUESTED?
YES
CALCULATE ALL TYPE 6 SCHEDULES
300
300
NO
IS THERE A TEACHER FILE?
NO
375
YES
PASS TEACHER FILE AGAINST ALL SCHEDULES
CALCULATE ALL ODD PAY AMOUNTS
375
IS THIS FIRST POLICY?
YES
380
NO
PRINT TEACHER DISTRIBUTION
380
380
PRINT COMPARISON SCHEDULES
PRINT SUMMARY PAGE
IS THERE A TEACHER FILE?
NO
460
YES
PRINT INDIVIDUAL TEACHER RECORDS
460
WAS THIS THE LAST POLICY?
NO
5
YES
PRINT TABLE OF CONTENTS
1

APPENDIX C-1

SALARY SCHEDULE ANALYSIS

FOR

ILLUSTRATIVE SCHOOL DISTRICT NUMBER 1

DATE OF ANALYSIS - 01 APRIL 1971

FILMED FROM BEST AVAILABLE COPY

APPENDIX C-2

SALARY SCHEDULE ANALYSIS

SUMMARY OF POLICY INFORMATION FOR POLICY NUMBER 1 OF 2.

THE MAXIMUM NUMBER OF EXPERIENCE LEVELS IS	14
THE NUMBER OF TRAINING LEVELS IS	7
THE PERCENTAGE OF OUTSIDE TEACHING CREDITED IS	50.0
THE MAXIMUM CREDIT, IN YEARS, FOR OUTSIDE TEACHING IS	3.0
THE RATIO OF FRINGE BENEFITS TO SALARY IS	.0100

2.5 PERCENT OF THE APPROPRIATE COLUMN BASE WILL BE ADDED TO THE TEACHER'S PAY FOR EVERY 2. YEAR(S) OF EXPERIENCE BEYOND 14 YEARS EXCEPT THAT THE PERCENT FOR THE FIRST 2. YEAR(S) IS 3.0

THE PARAMETERS FOR DETERMINING NEXT YEAR'S TEACHER DISTRIBUTION USING THE SURVIVAL PERCENTAGE METHOD ARE

PERCENT ACCRUSS	= 10.
PERCENT DOWN	= 80.
PERCENT TURNOVER	= 10.
PERCENT REPLACEMENT	= 10.
PERCENT GROWTH	= 10.

APPENDIX C-3

SALARY SCHEDULE ANALYSIS

ACTUAL PRESENT TEACHER DISTRIBUTION

RUN NUMBER	BA + 00	BA + 15 12 CRED.	BA + 30 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	2	0	0	2	1	0	0	5
2	5	5	2	4	3	2	0	19
3	3	2	4	3	1	0	0	13
4	3	2	1	1	0	4	1	15
5	5	0	2	0	3	0	0	10
6	5	1	0	3	0	0	0	10
7	1	0	1	2	0	0	0	4
8	1	3	1	0	0	0	0	5
9	3	1	0	0	0	0	0	4
10	0	0	3	0	0	0	0	3
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	2	2
TOTAL	34	17	14	13	8	6	3	95

THE NUMBER OF FULL TIME TEACHERS OFF SCHEDULE IS 2
THE NUMBER OF PART TIME TEACHERS ON THE SCHEDULE IS 2
THE NUMBER OF PART TIME TEACHERS OFF THE SCHEDULE IS 1
THE TOTAL NUMBER OF TEACHERS IS 100

OF THE ABOVE TOTAL 2 WERE PLACED ON THE SCHEDULE BY THE DISTRICT
2 TEACHERS EARNED PAY FOR EXPERIENCE BEYOND THE SCHEDULE MAXIMUM

SALARY SCHEDULE ANALYSIS

PERCENTAGE DISTRIBUTION OF TEACHERS FOR THE ABOVE POLICY

AREA NUMBER	BA - BS	BA + 15 12 CRED.	BA + 15 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	0.000	.000	.000	2.000	1.000	.000	.000	8.000
2	0.000	0.000	4.000	2.000	3.000	2.000	.000	19.000
3	3.000	2.000	4.000	3.000	1.000	.000	.000	13.000
4	3.000	2.000	1.000	1.000	.000	4.000	1.000	15.000
5	5.000	.000	2.000	.000	3.000	.000	.000	10.000
6	6.000	1.000	.000	3.000	.000	.000	.000	10.000
7	3.000	.000	1.000	2.000	.000	.000	.000	6.000
8	1.000	3.000	1.000	.000	.000	.000	.000	5.000
9	3.000	1.000	.000	.000	.000	.000	.000	4.000
10	.000	.000	3.000	.000	.000	.000	.000	3.000
11	.000	.000	.000	.000	.000	.000	.000	.000
12	.000	.000	.000	.000	.000	.000	.000	.000
13	.000	.000	.000	.000	.000	.000	.000	.000
14	.000	.000	.000	.000	.000	.000	.000	.000
15	.000	.000	.000	.000	.000	.000	.000	.000
16	.000	.000	.000	.000	.000	.000	.000	.000
TOTAL	34.000	17.000	14.000	13.000	8.000	6.000	3.000	95.000

THE PERCENT OF TEACHERS OFF THE SCHEDULE IS	2.000
THE PERCENT OF PART TIME TEACHERS IS	2.000
THE PERCENT OF TEACHERS WHO ARE BOTH PART TIME AND OFF THE SCHEDULE IS	1.000
THE PERCENT OF TEACHERS PLACED ON THE SCHEDULE IS	2.000
THE PERCENT OF TEACHERS EARNING PAY FOR EXPERIENCE BEYOND THE SCHEDULE MAXIMUM IS	2.000

SALARY SCHEDULE ANALYSIS

NEXT YEARS TEACHER DISTRIBUTION FOR THE ABOVE POLICY AS DERIVED BY THE SURVIVAL PERCENTAGE METHOD.

HUB NUMBER	BA + 00	BA + 30 12 CRED.	BA + 45 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	7	2	2	3	2	1	0	17
2	3	2	1	4	2	1	0	13
3	3	3	2	2	3	2	0	15
4	4	2	3	3	1	0	0	11
5	2	1	1	1	0	3	1	12
6	1	0	4	0	2	0	0	8
7	3	1	0	2	0	0	0	6
8	2	2	1	2	0	0	0	5
9	1	2	1	0	0	0	0	4
10	2	1	0	0	0	0	0	3
11	0	0	2	0	0	0	0	2
12	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	2	2
TOTAL	30	19	15	15	10	7	3	104

SALARY SCHEDULE ANALYSIS

PERCENTAGE DISTRIBUTION OF SELECTED TEACHERS FOR THE ABOVE POLICY AND METHOD OF DETERMINATION.

RUN NUMBER	BA - 00	BA + 00 12 CRED.	BA + 00 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	9.731	1.923	1.923	2.885	1.923	.962	.000	19.346
2	9.615	1.923	.962	1.923	1.923	.962	.000	17.308
3	9.808	9.808	1.923	1.923	2.885	1.923	.000	28.269
4	1.923	1.923	2.885	2.885	.962	.000	.000	10.577
5	1.923	3.846	.962	.962	.000	2.885	.962	11.538
6	3.846	.000	1.923	.000	1.923	.000	.000	7.692
7	4.808	.962	.000	1.923	.000	.000	.000	7.692
8	1.923	.000	.962	1.923	.000	.000	.000	4.808
9	.962	1.923	.962	.000	.000	.000	.000	3.846
10	1.923	.962	.000	.000	.000	.000	.000	2.885
11	.000	.000	1.923	.000	.000	.000	.000	1.923
12	.000	.000	.000	.000	.000	.000	.000	.000
13	.000	.000	.000	.000	.000	.000	.000	.000
14	.000	.000	.000	.000	.000	.000	.000	.000
15	.000	.000	.000	.000	.000	.000	.000	.000
16	.000	.000	.000	.000	.000	.000	1.923	1.923
TOTAL	33.654	16.249	14.423	14.423	9.615	6.731	2.885	100.000

SALARY SCHEDULE ANALYSIS

NEXT YEARS TEACHER DISTRIBUTION FOR THE ABOVE POLICY AS SUPPLIED BY THE DISTRICT.

HOA NUMBER	BA - 00	BA - 15 12 CRED.	BA - 15 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	1	2	2	3	2	1	0	11
2	3	2	1	2	2	1	0	11
3	3	3	2	2	3	4	0	19
4	4	2	3	3	1	0	0	11
5	4	4	1	1	0	3	1	12
6	1	0	2	0	2	0	0	5
7	3	1	0	2	0	0	0	6
8	2	0	1	2	0	0	0	5
9	1	2	1	0	0	0	0	4
10	4	1	0	0	0	0	0	5
11	0	0	2	0	0	0	0	2
12	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	2	2
TOTAL	33	19	15	15	10	7	3	104

SALARY SCHEDULE ANALYSIS

PERCENTAGE DISTRIBUTION OF MAT TEACHERS FOR THE ABOVE POLICY AND METHOD OF DETERMINATION.

MOA NUMBER	BA - 00	BA + 00 12 CRED.	BA + 00 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	9.731	1.923	1.923	2.885	1.923	.962	.000	18.346
2	9.808	1.923	.962	1.923	1.923	.962	.000	17.500
3	9.808	9.808	1.923	1.923	2.885	1.923	.000	18.269
4	1.923	1.923	2.885	2.885	.962	.000	.000	10.577
5	1.923	3.846	.962	.962	.000	2.885	.962	11.538
6	3.846	.000	1.923	.000	1.923	.000	.000	7.692
7	9.808	.962	.000	1.923	.000	.000	.000	7.692
8	1.923	.000	.962	1.923	.000	.000	.000	4.808
9	.962	1.923	.962	.000	.000	.000	.000	3.846
10	1.923	.962	.000	.000	.000	.000	.000	2.885
11	.000	.000	1.923	.000	.000	.000	.000	1.923
12	.000	.000	.000	.000	.000	.000	.000	.000
13	.000	.000	.000	.000	.000	.000	.000	.000
14	.000	.000	.000	.000	.000	.000	.000	.000
15	.000	.000	.000	.000	.000	.000	.000	.000
16	.000	.000	.000	.000	.000	.000	.000	.000
TOTAL	33.057	18.269	14.423	14.423	9.615	6.731	1.923	100.000

APPENDIX C-4

SALARY SCHEDULE ANALYSIS

PRESENT SALARY SCHEDULE.

ROW NUMBER	BA + 00	BA + 00 12 CRED.	BA + 00 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	8000.	8320.	8640.	8960.	9280.	9600.	9920.	
2	8240.	8560.	8880.	9200.	9520.	9840.	10160.	
3	8480.	8800.	9120.	9440.	9760.	10080.	10400.	
4	8720.	9040.	9360.	9680.	10000.	10320.	10640.	
5	8960.	9280.	9600.	9920.	10240.	10560.	10880.	
6	9200.	9520.	9840.	10160.	10480.	10800.	11120.	
7	9440.	9760.	10080.	10400.	10720.	11040.	11360.	
8	9680.	10000.	10320.	10640.	10960.	11280.	11600.	
9	9920.	10240.	10560.	10880.	11200.	11520.	11840.	
10	10160.	10480.	10800.	11120.	11440.	11760.	12080.	
11	0.	10720.	11040.	11360.	11680.	12000.	12320.	
12	0.	0.	11280.	11600.	11920.	12240.	12560.	
13	0.	0.	0.	11840.	12160.	12480.	12800.	
14	0.	0.	0.	0.	12400.	12720.	13040.	
15	0.	0.	0.	0.	0.	12960.	13280.	
16	0.	0.	0.	0.	0.	0.	13520.	

SALARY SCHEDULE ANALYSIS

THE COST BREAKDOWN FOR THIS YEAR'S TEACHER DISTRIBUTION

ROW NUMBER	BA + 45	BA + 65 12 CRED.	BA + 65 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	40000.	0.	0.	17920.	9280.	0.	0.	67200.
2	41200.	42000.	17760.	18400.	28560.	19000.	0.	168400.
3	25440.	17600.	30400.	28320.	9760.	0.	0.	117600.
4	26160.	45200.	9360.	9680.	0.	41280.	10360.	142320.
5	44800.	0.	14200.	0.	30720.	0.	0.	94720.
6	55200.	9520.	0.	10480.	0.	0.	0.	95200.
7	28320.	0.	10080.	20800.	0.	0.	0.	59200.
8	9600.	30000.	10320.	0.	0.	0.	0.	50000.
9	29700.	10240.	0.	0.	0.	0.	0.	40000.
10	0.	0.	32400.	0.	0.	0.	0.	32400.
11	0.	0.	0.	0.	0.	0.	0.	0.
12	0.	0.	0.	0.	0.	0.	0.	0.
13	0.	0.	0.	0.	0.	0.	0.	0.
14	0.	0.	0.	0.	0.	0.	0.	0.
15	0.	0.	0.	0.	0.	0.	0.	0.
16	0.	0.	0.	0.	0.	0.	27040.	27040.
TOTAL	300560.	155360.	130600.	125600.	78320.	60960.	37600.	894080.

SALARY SCHEDULE ANALYSIS

COST BREAKDOWN FOR NEXT YEAR'S TEACHER DISTRIBUTION - SURVIVAL PERCENTAGE METHOD

ROW NUMBER	BA - BS	BA - BS 12 CRED.	BA - BS 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	56000.	16640.	17280.	20880.	18540.	9800.	0.	149960.
2	41200.	17120.	8880.	18400.	19040.	9840.	0.	114480.
3	42400.	44000.	18240.	16880.	29280.	20160.	0.	172960.
4	17440.	18080.	28080.	29040.	10000.	0.	0.	102640.
5	17920.	37120.	9600.	9920.	0.	31680.	10880.	117120.
6	36800.	0.	19680.	0.	20960.	0.	0.	77440.
7	47200.	9760.	0.	20800.	0.	0.	0.	77760.
8	19360.	0.	10320.	21280.	0.	0.	0.	50960.
9	9920.	20480.	10560.	0.	0.	0.	0.	40960.
10	20320.	10480.	0.	0.	0.	0.	0.	30800.
11	0.	0.	22080.	0.	0.	0.	0.	22080.
12	0.	0.	0.	0.	0.	0.	0.	0.
13	0.	0.	0.	0.	0.	0.	0.	0.
14	0.	0.	0.	0.	0.	0.	0.	0.
15	0.	0.	0.	0.	0.	0.	0.	0.
16	0.	0.	0.	0.	0.	0.	0.	0.
TOTAL	308560.	173680.	144720.	145200.	97840.	71280.	37920.	979200.

SALARY SCHEDULE ANALYSIS

COST BREAKDOWN FOR NEXT YEAR'S TEACHER DISTRIBUTION - DISTRICT SUPPLIED.

ROW NUMBER	BA + 00	BA + 00 12 CRED.	BA + 00 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	56000.	16640.	7280.	20880.	18500.	9600.	0.	129900.
2	91200.	17120.	9880.	18480.	19040.	9840.	0.	115960.
3	82400.	44000.	18240.	18480.	29280.	20160.	0.	172960.
4	17440.	16080.	20080.	99040.	100000.	0.	0.	102640.
5	17920.	37120.	9600.	9920.	0.	31680.	10080.	117120.
6	38000.	0.	17680.	0.	20960.	0.	0.	77440.
7	47200.	9760.	0.	20800.	0.	0.	0.	77760.
8	19360.	0.	10320.	21280.	0.	0.	0.	50960.
9	4920.	20480.	10560.	0.	0.	0.	0.	40960.
10	20320.	10480.	0.	0.	0.	0.	0.	30800.
11	0.	0.	22080.	0.	0.	0.	0.	22080.
12	0.	0.	0.	0.	0.	0.	0.	0.
13	0.	0.	0.	0.	0.	0.	0.	0.
14	0.	0.	0.	0.	0.	0.	0.	0.
15	0.	0.	0.	0.	0.	0.	0.	0.
16	0.	0.	0.	0.	0.	0.	27040.	27040.
TOTAL	306560.	173680.	144720.	145200.	97840.	71280.	37420.	979200.

SALARY SCHEDULE ANALYSIS

PRESENT SALARY SCHEDULE

	FULL TIME SCHEDULE COST	AVERAGE SALARY ON SCHEDULE	OFF SCHEDULE COSTS	PART TIME COSTS	RETIRED SCHEDULE COSTS	TOTAL SALARY COSTS	EXTRA PAY COSTS	FRINGE BENEFIT COSTS	TOTAL COST
THIS YEAR'S DISTRIBUTION									
PRESENT SCHEDULE	[illegible]	[illegible]	19200.	13100.	.33%.	927749.	9172.	9320.	949291.
NEXT YEAR'S - STEP ONLY									
PRESENT SCHEDULE	9.0400.								
NEXT YEAR'S - SURVIVAL PERCENTAGE									
PRESENT SCHEDULE	[illegible]	[illegible]							
NEXT YEAR'S - [illegible]									
PRESENT SCHEDULE	[illegible]	[illegible]							

SALARY SCHEDULE ANALYSIS

SALARY SCHEDULE NUMBER 1 TITLES ARE:

ROW NUMBER	BA + 0S	BA + MS 12 CRED.	BA + MS 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	8400.	8736.	9072.	9408.	9744.	10080.	10416.	
2	8652.	8988.	9324.	9660.	9996.	10332.	10668.	
3	8904.	9240.	9576.	9912.	10248.	10584.	10920.	
4	9156.	9492.	9828.	10164.	10500.	10836.	11172.	
5	9408.	9744.	10080.	10416.	10752.	11088.	11424.	
6	9660.	9996.	10332.	10668.	11004.	11340.	11676.	
7	9912.	10248.	10584.	10920.	11256.	11592.	11928.	
8	10164.	10500.	10836.	11172.	11508.	11844.	12180.	
9	10416.	10752.	11088.	11424.	11760.	12096.	12432.	
10	10668.	11004.	11340.	11676.	12012.	12348.	12684.	
11	0.	11256.	11592.	11928.	12264.	12600.	12936.	
12	0.	0.	11844.	12180.	12516.	12852.	13188.	
13	0.	0.	0.	12432.	12768.	13104.	13440.	
14	0.	0.	0.	0.	13020.	13356.	13692.	
15	0.	0.	0.	0.	0.	13608.	13944.	
16	0.	0.	0.	0.	0.	0.	14196.	

SALARY SCHEDULE ANALYSIS

THE COST BREAKDOWN FOR THIS YEAR'S SALARY DISTRIBUTION

ROW NUMBER	18 - 33	34 - 55 12 CREDS.	34 - 55 18 CREDS.	MASTERS	MASTERS 12 CREDS.	MASTERS 18 CREDS.	PHD	TOTAL
1	42000.	0.	0.	18810.	9799.	0.	0.	70590.
2	43290.	4494.	13698.	14320.	29980.	20869.	0.	176870.
3	26712.	16980.	38339.	29736.	10298.	0.	0.	123980.
4	27403.	47965.	7923.	10169.	0.	43344.	1172.	149936.
5	47094.	0.	20190.	0.	32250.	0.	0.	99534.
6	57905.	9990.	0.	12004.	0.	0.	0.	99899.
7	24730.	0.	10584.	21340.	0.	0.	0.	62180.
8	10164.	31300.	13436.	0.	0.	0.	0.	52500.
9	31248.	10752.	0.	0.	0.	0.	0.	42000.
10	0.	0.	34240.	0.	0.	0.	0.	34020.
11	0.	0.	0.	0.	0.	0.	0.	0.
12	0.	0.	0.	0.	0.	0.	0.	0.
13	0.	0.	0.	0.	0.	0.	0.	0.
14	0.	0.	0.	0.	0.	0.	0.	0.
15	0.	0.	0.	0.	0.	0.	0.	0.
16	0.	0.	0.	0.	0.	0.	0.	0.
TOTAL	315568.	101121.	142380.	131069.	82236.	64006.	37064.	934784.

SALARY SCHEDULE ANALYSIS

COST BREAKDOWN FOR YEAR YEARS TENURED DISTRIBUTION = SURVIVAL PERCENTAGE METHOD

YOS NUMBER	BA = BS	BA = BS 12 CRED.	BA = BS 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	388000.	17972.	13,99.	28224.	19488.	10080.	0.	122200.
2	93290.	17970.	9324.	19320.	17992.	13332.	0.	120229.
3	99520.	46200.	14,92.	19824.	30749.	21168.	0.	181600.
4	183120.	18987.	27984.	30492.	13500.	0.	0.	107774.
5	188810.	36970.	13980.	10416.	0.	33264.	11424.	122970.
6	38690.	0.	23004.	0.	22008.	0.	0.	81314.
7	99500.	10243.	0.	21894.	0.	0.	0.	81696.
8	20320.	0.	13830.	22394.	0.	0.	0.	53500.
9	10410.	21504.	11088.	0.	0.	0.	0.	43000.
10	21330.	1,004.	0.	0.	0.	0.	0.	34390.
11	0.	0.	23,04.	0.	0.	0.	0.	23184.
12	0.	0.	0.	0.	0.	0.	0.	0.
13	0.	0.	0.	0.	0.	0.	0.	0.
14	0.	0.	0.	0.	0.	0.	0.	0.
15	0.	0.	0.	0.	0.	0.	0.	0.
16	0.	0.	0.	0.	0.	0.	0.	0.
TOTAL	323480.	182384.	121920.	152460.	102732.	79464.	39016.	1020160.

SALARY SCHEDULE ANALYSIS

COST BREAKDOWN FOR NEXT YEARS TEACHER DISTRIBUTION - DISTRICT SUPPLIED.

ROW NUMBER	BA - BB	BA + 12	BA + 18	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	28800.	17472.	18179.	28229.	19488.	10080.	0.	132208.
2	43200.	17970.	9324.	19320.	19992.	10332.	0.	120209.
3	44520.	46200.	19152.	19824.	30744.	21168.	0.	181608.
4	18312.	18984.	29484.	20492.	10500.	0.	0.	107772.
5	18816.	38976.	10080.	10416.	0.	33264.	11924.	122976.
6	38640.	0.	20664.	0.	22008.	0.	0.	81312.
7	49560.	10248.	0.	21840.	0.	0.	0.	81648.
8	20328.	0.	10836.	22344.	0.	0.	0.	53508.
9	10416.	21504.	11088.	0.	0.	0.	0.	43008.
10	21336.	11004.	0.	0.	0.	0.	0.	32340.
11	0.	0.	23184.	0.	0.	0.	0.	23184.
12	0.	0.	0.	0.	0.	0.	0.	0.
13	0.	0.	0.	0.	0.	0.	0.	0.
14	0.	0.	0.	0.	0.	0.	0.	0.
15	0.	0.	0.	0.	0.	0.	0.	0.
16	0.	0.	0.	0.	0.	0.	20392.	20392.
TOTAL	323904.	192304.	151956.	162460.	102732.	74844.	32316.	1020160.

SALARY SCHEDULE ANALYSIS

SALARY SCHEDULE NUMBER 1 TITLED ANII

	TOTAL SCHEDULE COST	AVERAGE SALARY ON SCHEDULE	OFF - SCHEDULE COSTS	PART TIME COSTS	BEYOND SCHEDULE COSTS	TOTAL SALARY COSTS	EXTRA PAY COSTS	FRINGE BENEFIT COSTS	TOTAL COST
THIS YEAR'S DISTRIBUTION									
SCHEDULE ANII	938789.	9882.	19200.	13639.	1406.	973029.	9261.	9773.	987058.
PRESENT SCHEDULE	894080.	9411.	19200.	13180.	1339.	927799.	9172.	9320.	941291.
SCHEDULE ANII - PRESENT SCHED.	44709.	471.	0.	459.	67.	45225.	89.	453.	45767.
ANII AS A PERCENT OF PRESENT	105.000	105.000	100.000	103.495	105.000	104.874	102.129	104.862	104.862
NEXT YEAR'S - STEP DOWN									
SCHEDULE ANII	962220.								
PRESENT SCHEDULE	916400.								
SCHEDULE ANII - PRESENT SCHED.	45820.								
ANII AS A PERCENT OF PRESENT	105.000								
NEXT YEAR'S - SURVIVAL PERCENTAGE									
SCHEDULE ANII	1028160.	9886.							
PRESENT SCHEDULE	979200.	9415.							
SCHEDULE ANII - PRESENT SCHED.	48960.	471.							
ANII AS A PERCENT OF PRESENT	105.000	105.000							
NEXT YEAR'S - INTRODUCED									
SCHEDULE ANII	1028160.	9886.							
PRESENT SCHEDULE	979200.	9415.							
SCHEDULE ANII - PRESENT SCHED.	48960.	471.							
ANII AS A PERCENT OF PRESENT	105.000	105.000							

SALARY SCHEDULE ANALYSIS

SALARY SCHEDULE NUMBER 2 TITLED A121

YOA NUMBER	BA + 00	BA + 00 12 CRED.	BA + 00 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	8000.	8320.	8490.	8980.	9280.	9600.	9960.	
2	8240.	8570.	8740.	9229.	9558.	9888.	10218.	
3	8480.	8819.	9158.	9478.	9837.	10176.	10515.	
4	8720.	9069.	9415.	9726.	10115.	10461.	10813.	
5	8960.	9318.	9677.	10035.	10399.	10754.	11110.	
6	9200.	9568.	9936.	10304.	10672.	11040.	11408.	
7	9440.	9818.	10195.	10573.	10950.	11328.	11706.	
8	9680.	10067.	10454.	10842.	11229.	11616.	12003.	
9	9920.	10317.	10714.	11110.	11507.	11904.	12301.	
10	10160.	10566.	10973.	11379.	11786.	12194.	12598.	
11	0.	10816.	11232.	11648.	12069.	12480.	12896.	
12	0.	0.	11491.	11917.	12342.	12768.	13194.	
13	0.	0.	0.	12186.	12621.	13056.	13491.	
14	0.	0.	0.	0.	12899.	13344.	13789.	
15	0.	0.	0.	0.	0.	13632.	14086.	
16	0.	0.	0.	0.	0.	0.	14384.	

THE COST BREAKDOWN FOR THIS YEAR'S TEACHER DISTRIBUTION

ROW NUMBER	0A - 0S	0A + 15	0A + 30	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	40[illegible]	0.	0.	17[illegible]	9280.	0.	0.	67200.
2	712[illegible]	[illegible]	[illegible]	[illegible]	2867[illegible]	19770.	0.	100750.
3	25940.	17030.	32[illegible]	70[illegible]	9837.	0.	0.	118094.
4	76[illegible]	45[illegible]	[illegible]	9700.	0.	91[illegible]	[illegible]	19[illegible]
5	44[illegible]	0.	17[illegible]	0.	3[illegible]	0.	0.	95[illegible]
6	5520[illegible]	9[illegible]	0.	[illegible]	0.	0.	0.	75[illegible]
7	28[illegible]	0.	[illegible]	21[illegible]	0.	0.	0.	59[illegible]
8	96[illegible]	3[illegible]	[illegible]	0.	0.	0.	0.	30[illegible]
9	29760.	[illegible]	0.	0.	0.	0.	0.	40077.
10	0.	0.	32[illegible]	0.	0.	0.	0.	32[illegible]
11	0.	0.	0.	0.	0.	0.	0.	0.
12	0.	0.	0.	0.	0.	0.	0.	0.
13	0.	0.	0.	0.	0.	0.	0.	0.
14	0.	0.	0.	0.	0.	0.	0.	0.
15	0.	0.	0.	0.	0.	0.	0.	0.
16	0.	0.	0.	0.	0.	0.	20708.	20708.
TOTAL	300[illegible]	155[illegible]	[illegible]	[illegible]	7897[illegible]	[illegible]	[illegible]	[illegible]

SALARY SCHEDULE ANALYSIS

COST BREAKDOWN FOR YEAR (CARRY TEACHER DISTRIBUTION - SURVIVAL PERCENTAGE METHOD

NUM NUMBER	BA + 00	BA + 15	BA + 30	MASTERS	MASTERS 12 CRED.	MASTERS 30 CRED.	PHD	TOTAL
1	50[illegible]	[illegible]	17230.	26863.	18880.	7000.	0.	179980.
2	91200.	17130.	6099.	19958.	19117.	7000.	0.	119704.
3	92[illegible]	99060.	10317.	18795.	29510.	20357.	0.	173670.
4	17990.	18130.	29253.	29479.	10110.	0.	0.	103293.
5	17940.	32274.	9077.	10038.	0.	32250.	[illegible]110.	110274.
6	30000.	0.	19072.	0.	21399.	0.	0.	70010.
7	47200.	7010.	0.	21196.	0.	0.	0.	70103.
8	19360.	0.	10959.	21003.	0.	0.	0.	51470.
9	9920.	20639.	10719.	0.	0.	0.	0.	41267.
10	20920.	10560.	0.	0.	0.	0.	0.	30800.
11	0.	0.	22909.	0.	0.	0.	0.	22909.
12	0.	0.	0.	0.	0.	0.	0.	0.
13	0.	0.	0.	0.	0.	0.	0.	0.
14	0.	0.	0.	0.	0.	0.	0.	0.
15	0.	0.	0.	0.	0.	0.	0.	0.
16	0.	0.	0.	0.	0.	0.	26708.	26700.
TOTAL	300560.	174309.	145930.	140490.	98098.	72090.	26678.	965910.

SALARY SCHEDULE ANALYSIS

COST BREAKDOWN FOR YEAR YEARS TEACHER DISTRIBUTION - DISTRICT SUPPLIED.

AGA NUMBER	BA - BS	BA - BS 12 CRED.	BA - BS 18 CRED.	MASTERS	MASTERS 12 CRED.	MASTERS 18 CRED.	PHD	TOTAL
1	58000.	16896.	17200.	20800.	10580.	9000.	0.	144960.
2	41200.	17.39.	8699.	14958.	19117.	9880.	0.	114701.
3	42400.	44046.	18317.	18995.	29510.	20352.	0.	173670.
4	17440.	18.3e.	20423.	29499.	10115.	0.	0.	103295.
5	17920.	37274.	9677.	10035.	0.	32250.	11110.	118274.
6	38600.	0.	19872.	0.	21344.	0.	0.	79816.
7	47200.	9618.	0.	21140.	0.	0.	0.	78103.
8	19360.	0.	10454.	21883.	0.	0.	0.	51498.
9	9920.	20634.	10714.	0.	0.	0.	0.	41267.
10	20320.	10560.	0.	0.	0.	0.	0.	30880.
11	0.	0.	22404.	0.	0.	0.	0.	22404.
12	0.	0.	0.	0.	0.	0.	0.	0.
13	0.	0.	0.	0.	0.	0.	0.	0.
14	0.	0.	0.	0.	0.	0.	0.	0.
15	0.	0.	0.	0.	0.	0.	0.	0.
16	0.	0.	0.	0.	0.	0.	26708.	26708.
TOTAL	306560.	174364.	145900.	146496.	98696.	72098.	37878.	985910.

SALARY SCHEDULE ANALYSIS

SALARY SCHEDULE NUMBER 4 TITLED AN21

	TOTAL SCHEDULE COST	AVERAGE SALARY ON SCHEDULE	OFF - SCHEDULE COSTS	PART TIME COSTS	RETURN SCHEDULE COSTS	TOTAL SALARY COSTS	EXTRA PAY COSTS	FRINGE BENEFIT COSTS	TOTAL COST
THIS YEAR'S DISTRIBUTION									
SCHEDULE AN21	900120.	9975.	19200.	13252.	1339.	933919.	9182.	9301.	992402.
PRESENT SCHEDULE	894380.	9911.	19200.	13180.	1339.	927799.	9172.	9320.	991291.
SCHEDULE AN21 - PRESENT SCHED.	5740.	64.	0.	72.	0.	6120.	10.	01.	1111.
AN21 AS A PERCENT OF PRESENT	100.670	100.670	100.000	100.540	100.000	100.660	100.242	100.058	100.058
NEXT YEAR'S - STEP OCCR									
SCHEDULE AN21	923707.								
PRESENT SCHEDULE	918400.								
SCHEDULE AN21 - PRESENT SCHED.	7307.								
AN21 AS A PERCENT OF PRESENT	100.619								
NEXT YEAR'S - SURVIVAL PERCENTAGE									
SCHEDULE AN21	969710.	9980.							
PRESENT SCHEDULE	974600.	9915.							
SCHEDULE AN21 - PRESENT SCHED.	6710.	65.							
AN21 AS A PERCENT OF PRESENT	100.685	100.685							
NEXT YEAR'S - INTRODUCED									
SCHEDULE AN21	965710.	9980.							
PRESENT SCHEDULE	974230.	9915.							
SCHEDULE AN21 - PRESENT SCHED.	6710.	65.							
AN21 AS A PERCENT OF PRESENT	100.685	100.685							

SALARY SCHEDULE ANALYSIS

SUMMARY OF SCHEDULE COSTS.

	TOTAL SCHEDULE COST	AVERAGE SALARY OF SCHEDULE	OFF - SCHEDULE COSTS	PART TIME COSTS	BEYOND SCHEDULE COSTS	TOTAL SALARY COSTS	EXTRA PAY COSTS	FRINGE BENEFIT COSTS	TOTAL COST
PRESENT SCHEDULE - THIS YEAR	894080.	9411.	19200.	13100.	1339.	927799.	9172.	9320.	941291.
SCHEDULE AN11 - THIS YEAR	938784.	9882.	19200.	13634.	1406.	973024.	9261.	9773.	987058.
SCHEDULE AN21 - THIS YEAR	901128.	9475.	19200.	13252.	1339.	933919.	9182.	9381.	947484.
SCHEDULE AN31 - THIS YEAR	910412.	9583.	19200.	13316.	1367.	944293.	9190.	9485.	957977.
SCHEDULE AN41 - THIS YEAR	901907.	9488.	19200.	13252.	1359.	935214.	9188.	9394.	948796.
SCHEDULE AN51 - THIS YEAR	906565.	9543.	19200.	13304.	1339.	940408.	9194.	9447.	954108.
SCHEDULE AN61 - THIS YEAR	938784.	9882.	19200.	13634.	1406.	973024.	9261.	9773.	987057.
PRES SCHED NEAT YEAR STEP DOWN	916400.								
SCHED AN11 NEAT YEAR STEP DOWN	962220.								
SCHED AN21 NEAT YEAR STEP DOWN	923907.								
SCHED AN31 NEAT YEAR STEP DOWN	932776.								
SCHED AN41 NEAT YEAR STEP DOWN	925413.								
SCHED AN51 NEAT YEAR STEP DOWN	931085.								
SCHED AN61 NEAT YEAR STEP DOWN	962220.								
PRES SCHED NEAT YEAR PERCENTAGE	979200.	9413.							
SCHED AN11 NEAT YEAR PERCENTAGE	1026160.	9860.							
SCHED AN21 NEAT YEAR PERCENTAGE	985910.	9473.							
SCHED AN31 NEAT YEAR PERCENTAGE	997501.	9591.							
SCHED AN41 NEAT YEAR PERCENTAGE	987358.	9494.							
SCHED AN51 NEAT YEAR PERCENTAGE	993090.	9549.							
SCHED AN61 NEAT YEAR PERCENTAGE	1026160.	9860.							
PRES SCHED NEAT YEAR INTRODUCED	979200.	9415.							
SCHED AN11 NEAT YEAR INTRODUCED	1026160.	9860.							
SCHED AN21 NEAT YEAR INTRODUCED	985910.	9480.							
SCHED AN31 NEAT YEAR INTRODUCED	997501.	9591.							
SCHED AN41 NEAT YEAR INTRODUCED	987358.	9494.							
SCHED AN51 NEAT YEAR INTRODUCED	993090.	9549.							
SCHED AN61 NEAT YEAR INTRODUCED	1026160.	9860.							

THE ABOVE REPORT PERTAINS TO COMPARISON SCHEDULES NUMBERED 1 TO 6.

APPENDIX C-5

SALARY SCHEDULE ANALYSIS

INDIVIDUAL TEACHER REPORT.

TEACHER 1 — SPC. SEC. NUM. -- 1 — STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8000	8400.	8000.	8000.	8000.	8000.	8400.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	8000	8400.	8000.	8000.	8000.	8000.	8400.

TEACHER 2 — SPC. SEC. NUM. -- 2 — STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8000	8400.	8000.	8000.	8000.	8000.	8400.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	8000	8400.	8000.	8000.	8000.	8000.	8400.

TEACHER 3 — SPC. SEC. NUM. -- 3 — STATUS CODE -- 3

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	4000	4200.	4000.	4000.	4000.	4000.	4200.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	4000	4200.	4000.	4000.	4000.	4000.	4200.

TEACHER 4 — SPC. SEC. NUM. -- 4 — STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8000	8400.	8000.	8000.	8000.	8000.	8400.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	8000	8400.	8000.	8000.	8000.	8000.	8400.

TEACHER 5 — SPC. SEC. NUM. -- 5 — STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8000	8400.	8000.	8000.	8000.	8000.	8400.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	8000	8400.	8000.	8000.	8000.	8000.	8400.

TEACHER 6 — SPC. SEC. NUM. -- 6 — STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8000	8400.	8000.	8000.	8000.	8000.	8400.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	8000	8400.	8000.	8000.	8000.	8000.	8400.

SALARY SCHEDULE ANALYSIS

INDIVIDUAL TEACHER REPORT.

TEACHER 7

SOC. SEC. NUM. -- 7 STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	13520	14196.	14384.	15771.	14551.	15072.	14196.
EXTRA EXPERIENCE PAY	546	573.	546.	557.	522.	546.	573.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	14066	14769.	14930.	16327.	15103.	15618.	14769.

TEACHER 8

SOC. SEC. NUM. -- 8 STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8960	9408.	8960.	8999.	8960.	8960.	9408.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	8960	9408.	8960.	8999.	8960.	8960.	9408.

TEACHER 9

SOC. SEC. NUM. -- 9 STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8960	9408.	8960.	8999.	8960.	8960.	9408.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	8960	9408.	8960.	8999.	8960.	8960.	9408.

TEACHER 10

SOC. SEC. NUM. -- 10 STATUS CODE -- 2

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	9300	9300.	9300.	9300.	9300.	9300.	9300.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	9300	9300.	9300.	9300.	9300.	9300.	9300.

TEACHER 11

SOC. SEC. NUM. -- 11 STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	13520	14196.	14384.	15771.	14551.	15072.	14196.
EXTRA EXPERIENCE PAY	799	833.	799.	810.	803.	799.	833.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	14319	15029.	15178.	16580.	15354.	15866.	15029.

TEACHER 12

SOC. SEC. NUM. -- 12 STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8240	8652.	8240.	8240.	8240.	8240.	8652.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	8240	8652.	8240.	8240.	8240.	8240.	8652.

SALARY SCHEDULE ANALYSIS

INDIVIDUAL TEACHER REPORT.

TEACHER 13 — SOC. SEC. NUM. -- 13 — STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8240	8052.	8240.	8240.	8240.	8240.	8052.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	8240	8052.	8240.	8240.	8240.	8240.	8052.

TEACHER 14 — SOC. SEC. NUM. -- 14 — STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8240	8052.	8240.	8240.	8240.	8240.	8052.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	8240	8052.	8240.	8240.	8240.	8240.	8052.

TEACHER 15 — SOC. SEC. NUM. -- 15 — STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8240	8052.	8240.	8240.	8240.	8240.	8052.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	8240	8052.	8240.	8240.	8240.	8240.	8052.

TEACHER 16 — SOC. SEC. NUM. -- 16 — STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8240	8052.	8240.	8240.	8240.	8240.	8052.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	8240	8052.	8240.	8240.	8240.	8240.	8052.

TEACHER 17 — SOC. SEC. NUM. -- 17 — STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8480	8934.	8480.	8487.	8480.	8480.	8934.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	450	450.	450.	450.	450.	450.	450.
TOTAL PAY	8930	9384.	8930.	8937.	8930.	8930.	9384.

TEACHER 18 — SOC. SEC. NUM. -- 18 — STATUS CODE -- 1

	PRES	AN11	AN21	AN31	AN41	AN51	AN61
SCHEDULED SALARY	8480	8934.	8480.	8487.	8480.	8480.	8934.
EXTRA EXPERIENCE PAY	0	0.	0.	0.	0.	0.	0.
EXTRA DUTY PAY	0	0.	0.	0.	0.	0.	0.
TOTAL PAY	8480	8934.	8480.	8487.	8480.	8480.	8934.

APPENDIX C-6

SALARY SCHEDULE ANALYSIS

SUMMARY OF POLICY INFORMATION FOR POLICY NUMBER 2 OF 2.

THE MAXIMUM NUMBER OF EXPERIENCE LEVELS IS	19
THE NUMBER OF TRAINING LEVELS IS	5
THE PERCENTAGE OF OUTSIDE TEACHING CREDITED IS	50.0
THE MAXIMUM CREDIT, IN YEARS, FOR OUTSIDE TEACHING IS	3.0
THE RATIO OF FRINGE BENEFITS TO SALARY IS	.0100

2.5 PERCENT OF THE APPROPRIATE COLUMN MAST WILL BE ADDED TO THE TEACHER'S PAY FOR EVERY 2. YEAR(S) OF EXPERIENCE BEYOND 19 YEARS EXCEPT THAT THE PERCENT FOR THE FIRST 2. YEAR(S) IS 3.0

THE PARAMETERS FOR DETERMINING NEXT YEAR'S TEACHER DISTRIBUTION USING THE SURVIVAL PERCENTAGE METHOD ARE

PERCENT ACCROSS	= 10.
PERCENT DOWN	= 80.
PERCENT TURNOVER	= 11.
PERCENT REPLACEMENT	= 10.
PERCENT GROWTH	= 10.

SALARY SCHEDULE ANALYSIS

THIS YEARS TEACHER DISTRIBUTION UNDER POLICY 2

STEP NUMBER	BA + 00	BA + 00 IS CRED.	MASTERS	MASTERS IS CRED.	PHD	TOTAL
1	3	0	3	0	0	6
2	10	3	6	2	0	21
3	3	4	4	0	0	13
4	8	0	1	4	1	14
5	3	2	2	0	2	9
6	7	0	3	0	0	10
7	3	2	2	0	0	7
8	7	0	0	0	0	7
9	0	0	0	0	0	0
10	0	2	0	0	0	2
11	0	0	0	0	0	0
12	0	0	0	0	0	0
13	0	0	0	0	0	0
14	0	0	0	0	2	2
TOTAL	50	13	21	6	3	93

THE NUMBER OF FULL TIME TEACHERS OFF SCHEDULE IS 4
THE NUMBER OF PART TIME TEACHERS ON THE SCHEDULE IS 2
THE NUMBER OF PART TIME TEACHERS OFF THE SCHEDULE IS 1
THE TOTAL NUMBER OF TEACHERS IS 100

OF THE ABOVE TOTAL 0 WERE PLACED ON THE SCHEDULE BY THE DISTRICT
2 TEACHERS EARNED PAY FOR EXPERIENCE BEYOND THE SCHEDULE MAXIMUM